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EHOVE Board of Education, Milan, Ohio.
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Identifiers - Ohio

The purpose of this proposed project is to demonstrate innovations in a joint vocational school which would serve public and non-public schools in Erie, Huron, and the eastern portion of Ottawa counties. The objectives of the proposed activities were to (1) emphasize a correlated curriculum developed around the "world of work" between guidance, academic, and vocational areas, (2) strengthen the instructional program by systematizing, retrieving, and applying innovations, (3) present a guidance program in occupational opportunities, and (4) provide working models of the innovations for use by others. Emphasis is on the correlated curriculum and development of filmstrip loops, programed instruction, closed circuit television, team teaching, small group activities, large group activities, individualization laboratory, and a mobile counseling unit. The correlated curriculum would be developed around the basic problems of life, and students, counselors, teachers, supervisors, consultants, and business representatives would be involved in identification of life problems. The proposal includes detailed plans for the project. (JM)

O. E. Project No.__________

Plan and Operation Grant

(P. L. 89-10, Title III)

ED023818

DEMONSTRATING INNOVATIONS
IN
VOCATIONAL EDUCATION

EHOVE Board of Education
Milan, Ohio

VT005026

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GRANT NO.____

O.E. PROJECT NO.____

PLAN AND OPERATION GRANT
(P.L. 89-10: Title III)

1 # DEMONSTRATING INNOVATIONS
IN
VOCATIONAL EDUCATION >

INITAL APPLICATION SUBMITTED TO
THE OFFICE OF EDUCATION
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

3 EHOVE BOARD OF EDUCATION,
3 MILAN, OHIO. >

January, 1968

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CHAPTER I

INTRODUCTION

EHOVE JOINT VOCATIONAL SCHOOL

PHILOSOPHY

The establishment of a joint vocational-technical educational center is based on the tenet that the "area concept" is the most realistic method of providing vocational education in a basically rural and suburban sector, such as Northcentral Ohio. Individual districts cannot provide adequate vocational facilities, but by pooling resources, quality vocational education can be made available to serve the needs of the entire EHOVE district.

The doors of the EHOVE Joint Vocational School shall be open to all in the EHOVE District who sincerely want, need, and can profit from vocational instruction. EHOVE will enable young people to prepare for initial employment in a trade or occupation. Our secondary purpose will be to enable adults who are already employed to advance in their occupations and to retrain those who are temporarily unemployed. High school students and adults will be offered training and learning in vocational classes organized upon a "person-centered" approach involving learning by doing.

A broad spectrum of program offerings will be made and will include programs to stimulate and motivate those with less academic aptitude and interest. EHOVE has a civic responsibility of striving to prepare students to live successful and productive lives within the community.

FORWARD

Because traditional programs of individual schools have not been able to meet vocational needs of pupils, EHOVE has been developed to jointly provide a large program of occupational training to meet the vocational needs of its students. The name EHOVE comes from the location and purpose of the school. The first letters of the three counties, ERIE, HURON, AND OTTAWA counties; and purpose, Vocational Education.

Educational opportunity in the vocational high school is available to the above-average, average and below-average student as long as he or she has a real desire and determination to achieve vocational competency in a particular area. There are programs to take the student at his level and progress from there as quickly as possible to a vocationally competent level.

Initiated by: EHOVE Board of Education
Milan, Ohio

Prepared by: Mr. Creighton Ghrist
Superintendent, EHOVE

Mr. Philip Seker
Supervisor of Academics & Special Services, EHOVE

Mr. Carl Gorman
Director, EHOVE

Mr. Paul Eckler
Supervisor, Pupil Personnel, EHOVE

Mr. Ronald Foreman
Intern-Director, EHOVE

Mr. Leo Boron
Supervisor of Trades & Industry, EHOVE

Submitted by:	Mr. Creighton Ghrist Superintendent, EHOVE	Jan. 1, 1968
Submitted to:	Ohio Department of Education Columbus, Ohio U. S. Department of Health, Education & Welfare Office of Education Washington, D. C.	

DEFINITIONS OF TERMS USED

While the terms below have acquired several different meanings---for the purpose of this proposal, they will be used only in the senses indicated:

Innovation. Educational innovation is a new or different concept, methology, organization, or a program that is systematically introduced into the classroom. (the idea needs to go somewhere or do something).[1]

Correlated Curriculum. Two or more subjects are articulated and relationships between or among them are a part of instruction without destroying the subject boundaries.[2]

Team Teaching. A group of teachers jointly responsible for planning, carrying out and evaluating an educational program for the same students.[3]

Individualization. The planning and conducting with each student a program of studies that is tailored to his learning needs.

Programmed Instruction. Designed for independent use in which a student can use written materials in small steps and immediately a response is given by the student and he is reinforced with a right or wrong answer and then given a break or rewarding with high probability.[4]

---

[1] Notes & Papers Concerning the Administration of Programs, Subcommittee on Education. U.S. Printing Office: Washington, D.C. April, 1967 p. 37.

[2] B. Othanel Smith, et al. Fundamentals of Curriculum Development. New York: World Book Co., 1957

[3] Dr. Albert Shuster. "Team Teaching." Supervisor State Conference, Columbus, 1961.

Independent Resource Center. To provide a wide range of materials and equipment for the students and teachers within easy access to the media.

Multi-Media. A wide variety of instructional materials should be utilized with selection based upon the unique contribution each media can make in the specific learning situation.[5]

Closed Circuit Television. Closed Circuit Television or CCTV refers to our own system of television, that will be taped for our use and not be broadcast outside the school.

Large Group Instruction. Instruction presented to groups larger than the 15-20 students.

Small Group Instruction. Instruction designed and organized for groups of 5-14, so structured as to increase opportunities for student interaction.

---

[4] Lloyd Homme & Donald Tosti. "Contingency Management and Motivation." NSPI Journal, Sept. 1965.

[5] John Moldsted & Gene Faris, Educational Resources & Techniques

CHAPTER II
NITIAL APPLICATION

Department of Health, Education and Welfare
Office of Education
Washington D.C. 20202

A. STATISTICAL

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

HIS SPACE FOR U.S.O.E. USE ONLY	Project No.	Vendor Code	County Code	Region Code	State Allotment

ection A-Project Information

1. Reason for Submission of this Form (check one)
A ☒ Initial Application for Title III Grant
B ☐ Resubmission
C ☐ Application for Continuation Grant
D ☐ End of Budget Period Report

2. In all cases except initial application, Give OE assigned project number ______

3. Major Description of Project:
A ☒ Innovative
B ☐ Exemplary
C ☐ Adaptive

4. Type(s) of Activity (Check one or more)
A ☒ Planning of Program
B ☐ Planning of Construction
C ☐ Conducting Pilot Activities
D ☒ Operation of Program
E ☐ Constructing
F ☐ Remodeling

. Project Title (5 words or less)

"Demonstrating Innovations in Vocational Education"

. Briefly summarize the purpose of the proposed project and give the item number of the area of major emphasis as listed in sec. 303, P.L. 89-10. (See instructions)

The emphasis is on a correlated curriculum developed around the "world of work". This forms a triad between guidance, academic and vocational areas. To give purpose, meaning and utility to the instructional program we will develop, vocational guidance by filmstrip loops, programed instruction, closed circuit T.V. and provide team teaching, small and large group activities, individualization, communications lab, and a mobile counseling unit

Item no. 8

. Name of applicant (local education agency)
EHOVE Joint Vocational School

8. Address (number, street, city, state, zip code)
Front & Center St.
Milan, Ohio 44846

. Name of County
Erie

10. Congressional District
13

. Name of Project Director
Phil Seker (temporary)

12. Address (number, street, city, state, zip code)
958 State St.
Vermilion, Ohio

Phone Number
967-4033
Area Code
216

13. Name of Person Authorized to receive grant (please type)
J. Crieghton Ghrist

14. Address (number, street, city, state, zip code)
Front & Center St.
Milan, Ohio 44846

Phone Number
499-5461
Area Code
419

. Position or Title
Superintendent

gnature of Person Authorized to Receive Grant
J. Creighton Ghrist

Date Submitted
Jan. 1, 1967

CHAPTER II
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Department of Health, Education and Welfare
Office of Education
Washington D.C. 20202

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ESEA TITLE III STATISTICAL DATA
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ection A-Project Information

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A ☒ Innovative
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C ☐ Adaptive

4. Type(s) of Activity (Check one or more)
A ☒ Planning of Program
B ☐ Planning of Construction
C ☐ Conducting Pilot Activities
D ☒ Operation of Program
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F ☐ Remodeling

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Milan, Ohio 44846

Phone Number 499-5461
Area Code 419

5. Position or Title
Superintendent

ignature of Person Authorized to Receive Grant
J. Creighton Ghrist

Date Submitted
Jan. 1, 1967

ECTION C - continued

RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT	rural		metropolitan area		
Participants	Farm	Non-Farm	Central-City	non Central-City	Other Urban
Percent of Total Number Served	13.4	41.3		42.37	

ECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

Personnel paid by Tittle III Funds

	Type of Paid Personnel	Regular Staff Assigned to Project			New Staff Hired for Project		
		Full-Time 1	Part-Time 2	Full-Time Equivalent	Full-Time 4	Part-Time 5	Full-Time Equivalent
A	Administration/Supervision		4	1.1.	1		1
	Teacher:						
	1 Pre-Kindergarten						
	2 Kindergarten						
	3 Grades 1-6						
	4 Grades 7-12		31	2.1			
	5 Other						
C	Pupil Personnel Services		1	.25			
	Other Professional					18	.5
E	All Non-Professional				1	1	1.2
	For All Consultants Paid by Title III Funds	1. Total number retained 0			2. Total Calendar Days Retained 58		

2 PERSONNEL NOT PAID BY Title III FUNDS

	Type of Unpaid Personnel	Regular Staff Assigned to Project			New Staff Hired for Project		
		Full-Time 1	Part-Time 2	Full-Time Equivalent	Full-Time 4	Part-Time 5	Full-Time Equivalent
	Administration/Supervision		4	1			
B	Teacher:						
	1 Pre-Kindergarten						
	2 Kindergarten						
	3 Grades 1-6						
	4 Grades 7-12		31	24.0			
	5 Other						
C	Pupil Personnel Services		1	.5			
D	Other Professional						
	All Non-Professional		2	.2			
F	For All Consultants Paid by Title III Funds	1. Total number retained 0			2. Total Calendar Days Retained 0		

ECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION*

	Major Program or Services	Total Number Served or to be Served						Nonpublic school pupils inc. (7)	Estimated Cost
		Pre-K (1)	K (2)	1-6 (3)	7-12 (4)	Adult (5)	Other (6)		
1	Evaluative Programs								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements (Inc. Planning for Future)								
C	Resource Availability & Utilization Studies								
2	Instruction and/or Enrichment								
A	Arts (Music, Theater, Graphics)								
B	Foreign Languages								
C	Language Arts (English Improvement)				600	200	25	825	23,296.23
D	Remedial Reading								
E	Mathematics								
F	Science								
G	Social Studies/Humanities				600	200	25	825	23,296.23
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts				600	200	50	850	23,296.24
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3	Insturction Addenda								
A	Educational TV/Radio				600	600	100	1300	10,393.00
B	Audio-Visual Adis				600	600	100	1300	9,102.00
C	Demonstration/Learning Centers								
D	Library Facilities								
E	Material and/or Service Centers				600	600	100	1300	8,291.30
F	Data Processing								
4	Personal Services								
A	Medical/Dental								
B	Social/Psychological								
5	Other Mobile Unit				3000	1000	100	4100	26,100.00
								Totals	123,775.00

* 1969-70-Full operation-the above enrollment will double

B. NARRATIVE

Abstract

The multi-purpose proposal to demonstrate innovations will be used by students, counselors and teachers of public and non-public schools in Erie County, Huron County, and the eastern portion of Ottawa County who are participating in the vocational district. We will deomonstrate worthwhile innovations through exemplary programs in a joint vocational school.

A.) Objectives of proposed activity:

1. To emphasize a correlated curriculum developed around the "world of work" between the guidance, academic and vocational areas.
2. To strengthen the instructional program by systemetizing, retrieving, and applying innovations in meaningful ways so students can learn at their own rate.
3. To present to the local students a guidance program in occupational opportunities.
4. To provide working models of our innovations to be used by lay persons, area and state educators and government officials.

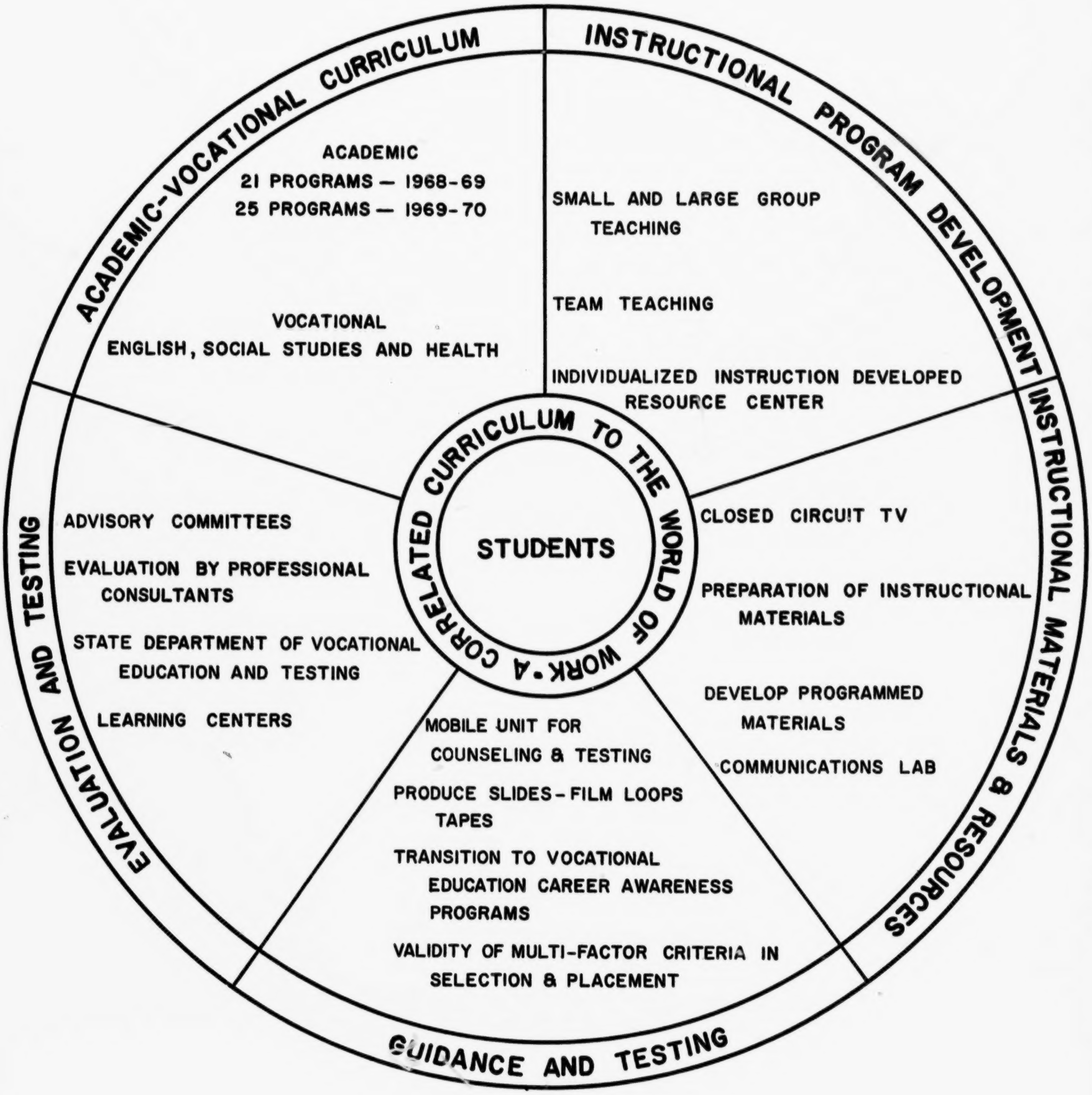
B.) Activities and procedures to be utilized in achieving stated objectives: (Model #1 shows integration of areas involved.)

1. The emphasis is on a correlated curriculum developed around the "world of work." This forms a triad between guidance, academic and vocational areas. To give purpose, meaning and utility to the instructional program we will develop vocational guidance by filmstrip loops, programed instruction, closed circuit T.V., and provide team teaching, small and large group activities, individualization lab, and a mobile counseling unit.
2. Starting July 1, 1968 to June 30, 1969 we will plan to devop a correlated curriculum designed around the basic problems of life.[6] By the involvement of students, counselors, teachers, supervisors, consultants, business and industry we will seek to identify common life problems. These problems will be reduced and converted into ten or more units to serve as a basis for curriculum development. It is proposed that a person of school administrative background and ability be provided to act as a program director.

---

[6] Stratemeyer, Florence B. et.al. Developing a Curriculum for Modern Living. New York: Bureau of Publication, Teachers College, Columbia University, 1957.

DEMONSTRATING INNOVATIONS IN VOCATIONAL EDUCATION


ACADEMIC-VOCATIONAL CURRICULUM
ACADEMIC
21 PROGRAMS — 1968-69
25 PROGRAMS — 1969-70
VOCATIONAL
ENGLISH, SOCIAL STUDIES AND HEALTH
INSTRUCTIONAL PROGRAM DEVELOPMENT
SMALL AND LARGE GROUP TEACHING
TEAM TEACHING
INDIVIDUALIZED INSTRUCTION DEVELOPED RESOURCE CENTER
INSTRUCTIONAL MATERIALS & RESOURCES
CLOSED CIRCUIT TV
PREPARATION OF INSTRUCTIONAL MATERIALS
DEVELOP PROGRAMMED MATERIALS
COMMUNICATIONS LAB
GUIDANCE AND TESTING
MOBILE UNIT FOR COUNSELING & TESTING
PRODUCE SLIDES-FILM LOOPS TAPES
TRANSITION TO VOCATIONAL EDUCATION CAREER AWARENESS PROGRAMS
VALIDITY OF MULTI-FACTOR CRITERIA IN SELECTION & PLACEMENT
EVALUATION AND TESTING
ADVISORY COMMITTEES
EVALUATION BY PROFESSIONAL CONSULTANTS
STATE DEPARTMENT OF VOCATIONAL EDUCATION AND TESTING
LEARNING CENTERS
CORRELATED CURRICULUM TO THE WORLD OF WORK • A
STUDENTS

MODEL NO. I — INTEGRATION OF AREAS INVOLVED

Community

A. Population distribution in the geographic area.*

	Erie Co.	Huron Co.	Ottawa Co.	State of Ohio
Rural Farm	5.3%	16.4%	12.6%	7%
Rural Non-Farm	28.4%	35.7%	59.7%	23%
Urban	66.3%	47.9%	27.7%	70%
	100.0%	100.0%	100.0%	100%

Total estimated geographic population	150,000
Total Ohio's Population	9,706,397

*1960 census

B. Location of Area to be Served

A portion of an Ohio map, 640 square miles, outlining the area to be served is included in this application. The agencies with an asterisk are those directly involved in the vocational school with many others anticipating to receive the results of the project.

C. Counties to be Served

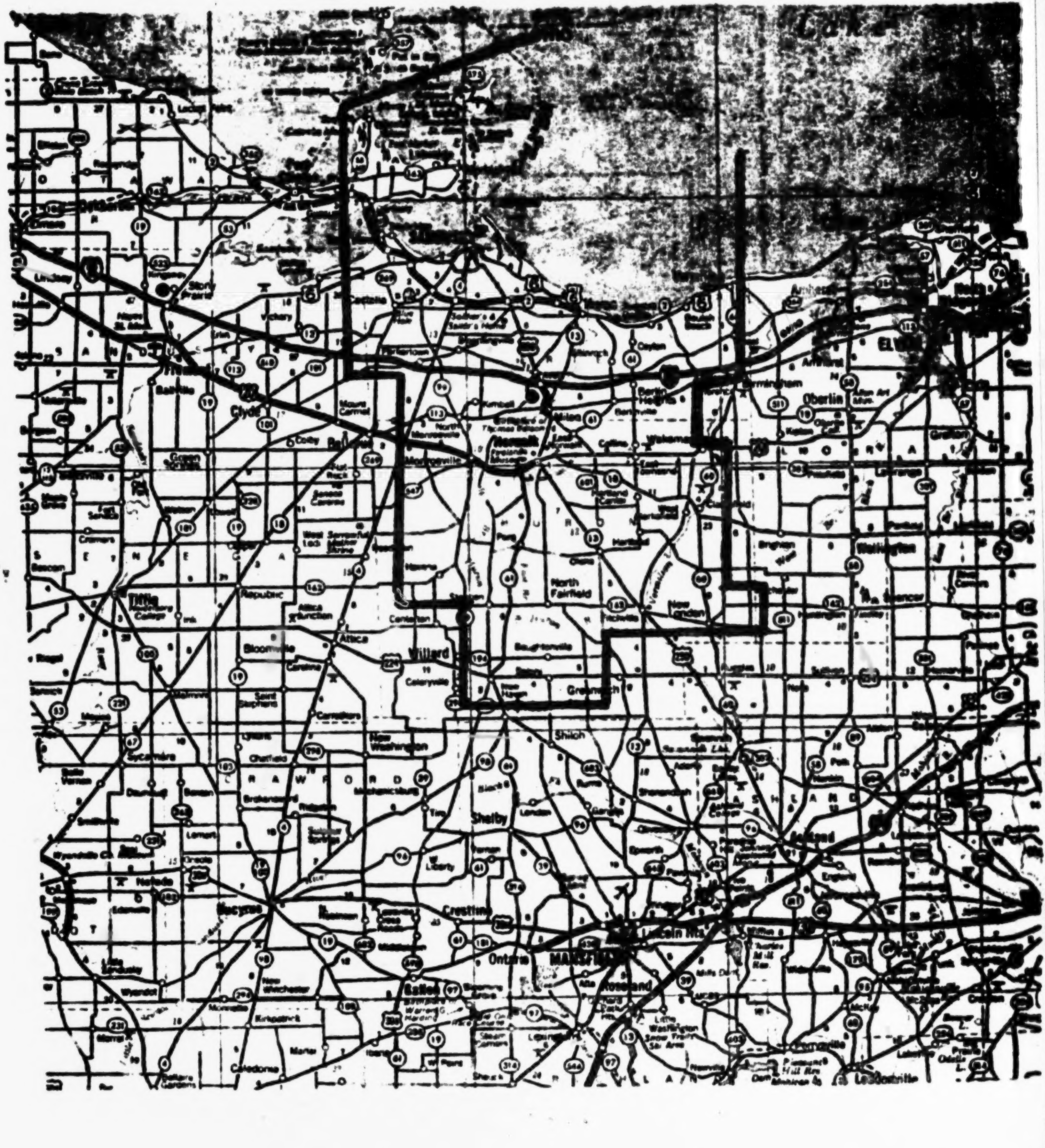
Directly	Indirect
1. Erie*	1. Ashland
2. Huron*	2. Crawford
3. Ottawa*	3. Lorain
	4. Richland
	5. Seneca

D. Educational Agencies

1. Higher Learning
    - a. Ashland College
    - b. Firelands Branch of Bowling Green State University*
    - c. Heidleberg College
    - d. Lorain Community College
    - e. Penta County Technical College*
    - f. Toledo University
    - g. Oberlin College

2. City School Districts
    - a. Ashland
    - b. Bellevue
    - c. Bucyrus
    - d. Huron*
    - e. Lorain
    - f. Norwalk*
    - g. Port Clinton
    - h. Sandusky
    - i. Tiffin
    - j. Willard
    - k. Elyria
    - l. Amherst

LOCATION of the AREA to be SERVED by the PROJECT



Lake
Clyde
Bellevue
Monroeville
Norwalk
Milan
Oberlin
Amherst
Wellington
Tiffin
Republic
Attica
Bloomville
Willard
North Fairfield
New London
Greenwich
Shiloh
New Washington
Sycamore
Shelby
Crestline
Bucyrus
Galion
Ontario
MANSFIELD
Lincoln Hts
Ashland
Caledonia

3. County School Districts

Erie County
Berlin-Milan*
Kelleys Island*
Margaretta*
Perkins*
Vermilion*

Huron County
Lyme
Monroeville*
New London*
South Central*
Western Reserve*

Ottawa County
Danbury*
Salem-Oak Harbor

Seneca County
Attica
Old Fort

Lorain County
Firelands
South Amherst

4. Parochial Schools

a. St. Peter Elementary - Huron
b. St. Joseph Elementary - Monroeville
c. St. Mary Elementary - Norwalk
d. St. Paul High* - Norwalk
e. Immaculate Conception Elementary - Port Clinton
f. Seventh Day Adventist Elementary - Castalia
g. Holy Angles Elementary - Sandusky
h. St. Mary Elementary - Sandusky
i. St. Mary High - Sandusky
j. St. Mary Elementary - Vermilion
k. St. Peter & Paul Elementary - Sandusky
l. St. Mary High - Lorain

Statement of Need

A. Describe the educational and cultural resources available and how were the general needs of persons in the area determined.
The climate for educational change in the Erie, Huron and Ottawa Counties has been excellent. Over the past five years five studies have been made to identify needs for educational programs for a community and to invent or adopt plans for these programs. A brief description of the studies is:

1. "A Cooperative STudy of the Educational Needs to the World of Work"--1964.

    a. conducted by - Dr. A. E. Wohlers - Educational Administration Facilities Ohio State University.

    b. financed by - Erie Huron and Ottawa school systems and contributions by business industry and citizens.

c. purpose - the study dealt with both high school and post high school educational needs.

2. "Population and Economic Profile"--February 1966.

   a. conducted by - Erie Regional Planning Commission - Director James V. Bartrop
   b. financed by - Federal grant from the Urban Renewal Administration
   c. purpose - Population studies are needed to provide a means of scaling total space needs for various land uses and how it should be distributed.

O 3. "Manpower in Ohio, 1960-1970"

   a. conducted by - Bureau of Unemployment Compensation
   b. purpose - number of unemployed, income & wages, labor force needed.

O 4. "Student Vocational Interest Survey"[7]--May 1967 (Administered to 2839 students)

   a. conducted by - Dermot Schnack - State Department of Education Division of Guidance & Testing.

   b. purpose - to determine who is interested in enrolling in an area vocational school and what courses are selected
   to determine inconsistency of course selections and the amount of vocational counseling that is needed

5. "Outdoor Recreation"--Nov. 1967.

   a. conducted by - Regional Planning Commission H. Mahnami Director
   purpose - 1. to survey present recreational facilities.
   2. recommend a course of action for further development

---

[7] See Appendix B for the summary of survey

As a result of the surveys the informed citizens were willing to provide certain financial support; therefore, the following resulted:

1. March 1966 - In one month $1,100,000.00 was raised by contributions to construct a campus and building to house a two year branch of Bowling Green State University (named Firelands Branch). The Board of Regents added $1,200,000.00 to this amount.

2. November 1966 - The voters of fourteen school districts approved a $2,900,000.00 1.95 mills (building and operation) for a joint vocational school (named EHOVE). In September 1967 the Ohio State School Board added to this amount $1,730,000.00 Vocational Act of 1963 monies.

Both educational facilities will be operational in September 1968. Another survey is underway between EHOVE J.V.S. and Firelands branch of Bowling Green State University to update the present information on needs and interests in technical education.

The citizens of this area have a cultural interest in music, art and dramatics. The facilities have been increasing rapidly as a result of the building program in vocational and college education and the acquisition of Title III monies (PACE) for a Supplementary Educational Center and Services at Sandusky High School. Two new high school buildings in Vermilion and New London will assist in filling the need for facilities especially to exhibit the works of art. The dramatic groups are very active with the following Playhouses:

1. Harlequins, Inc. - Sandusky
2. Cedar Point Playhouse - Cedar Point Enterprises
3. Huron Playhouse - Bowling Green State University
4. Summer Theater - Oberlin College
5. First Nighters - Sandusky
6. Playmakers - Port Clinton

A number of famous museums exist in our area. They are:
Fireland's Museium Firelands, Ohio; Wakefield Nautical Museum, Vermilion, Ohio; Thomas Edison Museum, Milan, ohio.

B.) How were the needs for the proposed program assigned priority?

1. The basic educational need for Erie, Huron and Ottawa Counties is to keep pace with educational change. The existing problem for which this planning grant is submitted concerns the integration of systematic procedures for implanting innovations and the involvement of the community in new educational programs.

2. In visiting school systems in regards to vocational education we realize that the academic, guidance, and vocational areas were treated as separate entities. An innovative approach would be to integrate all three areas in a systematic plan.

3. We find parents began questioning the academic programs offered at the vocational school. Some expressed fears that their children were going to get an inferior academic program. With a great deal of study, our EHOVE staff decided on the present course of action---"a correlated curriculum to the world of work".

4. Our general and craft advisory committees assisted us in developing curriculum and facilities. These committees are from the EHOVE district in agriculture, business, industry and labor (220 persons). Their advice to the EHOVE administrators was to give the students the most modern curriculum with the best equipment and facilities.

5. During September through December, EHOVE pupil personnel supervisor with 13 home school guidance staffs has worked to make all students aware of the occupational opportunities, as well as admission criteria and procedures in the areas served by the vocational school. Many situations are developing that could be made more affective by a mobile unit with the necessary testing, guidance, and vocational materials all in one compact unit.

6. Serving the community through involvement in the planning phase is an integral part of our proposal planning. More specifically, a series of meetings, workshops etc. is intended to achieve the following:

   a. to involve the community in program planning

   b. to assist in identifying the basic problems of youth

   c. to formulate a plan to correlate the individual programs into a unified educational triad

   d. to assist in the developing of filmstrips using local business and industry to explain the vocational offerings.

7. Future programs of high priority

   a. Further development of vocational guidance awareness in 7th, 8th & 9th grades.

      1. Information stored on data processing cards[8]

      2. Information stored on micro-filming

   b. Research and long term follow-up--
      Are the multi-factor criteria used in selection and placement valid

   c. Development of programed instruction in all vocational areas. Our staff will be involved in the writing of programed materials to best fit their individual needs.

   d. The placement of all programed materials on dial retrieva (audio) and further on tape dial retrieval (visual).

   e. Provision of instruction for adults

   f. The upgrading and retraining of vocational teachers in their fields.

   g. Development of automatic audio visuals for the welding lab.

C.) The describing of the extent of financial inadequacy of local resources as compared to the resources available in other areas in the state.

The financing of such an extensive planning project involving a large number of teachers, counselors, and professional consultants is beyond the capability of the EHOVE Board of Education. All of the monies received through local taxes and from the state foundation support is needed to barely finance and maintain our future program. This makes it impossible to supplement our program as educators feel it should be.

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[8] "A Report on the Project for Computerization of Vocational Information". Research Coordinating Unit, State of Illinois Board of Education. September 1967.

The following is a breakdown of our monies and future expenditures:

1. EHOVE Operational Budget	
Estimated Income from Local Taxes -	$363,005.17
Estimated Income from State Taxes -	400,020.00
Total Funds Available	763,005.17
2. EHOVE Estimated Expenditures[9]	
Instructional	631,460.00
Operational	244,988.00
Total Costs	$876,448.00

The figures are based on Penta County Joint Vocational School after two years of operation. We plan to be in full operation in two years with an enrollment of 1200-1400 students, the same as Penta County, The monies were voted in November, 1966, which enables us to build up surplus monies the first two years, hopefully to carry us through the five year operating millage. The average per pupil expenditure for students in the EHOVE District for 1965-66 was $362.02. The states average for the same period was $412.00.

Other statistical information pertinent to our future planning is:

1. Number of children from low income families in the district ($2,000.00 or under) 1960 census	894
2. Percent of high school dropout as reported by the district (Survey - August 1967)	24%
3. Percent of high school graduates not entering college for a B.S. degree	72%
4. Percent of unemployment (Oct. 1967)	3.2%
5. Percent of population receiving welfare assistance	2.2%
6. District tax rate including bonds (Ohio Education Assn. Research Report 1967)	28.40 mills
7. Average family income - 1960 census	$6,106.00

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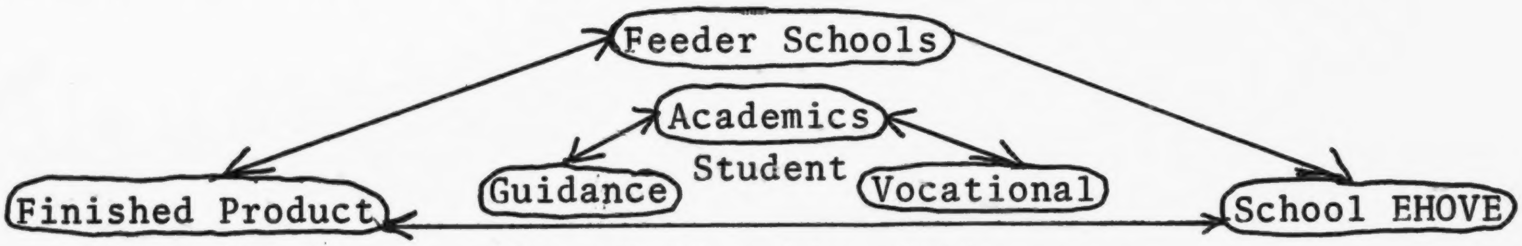
[9] Figures based on Penta County Joint Vocational School, Perrysburg, Ohio.

OBJECTIVES

Statement. Many different curricular approaches were studied to determine how the all-inclusive and fundamental purposes of education might best be accomplished within a joint-vocational school. Earlier curricular approaches analyzed were: Subject matter, Broad Fields[10] and Experience Units[11]. A correlated curriculum designed around the "World of Work" seemed to offer the organizational framework which could be adapted most readily to meet the needs of the vocational students. Model #3 illustrates the relationship of the areas as a double triad. A triad is a group of three closely related areas.

The inner triad represents the development of the total student with the help of guidance, academics and vocational subjects. The outer triad represents development of the interaction of the target population (feeder schools), the concerned group (EHOVE or vocational school), and the finished product (a successful individual). To complete the system one needs continual evaluation and feedback.



Model #3 Showing the relationship of the areas

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[10] Thomas Hopkins. "Curriculum Principles and Practices". Chicago; Sandborn & Co., 1929

[11] Ronald C. Doll. "Curriculum Improvement". Boston; Allyn & Bacon, Inc. 1964.

We feel this program will fit vocational students for life as productive workers. Dr. A. E. Wohlers states, "...industry wants a student that is vocationally educated so they can be dependable, industrious, productive, and can develop 'job sense'. These factors are closely related to advancement in a job, and justify the $30,000 capital investment required to provide one new job".[12]

Correlated Curriculum. The correlated curriculum is a subject curriculum in which two or more subjects are articulated and relationships between or among them are a part of instruction without destroying the subject boundaries.[13] We will use the descriptive type of correlation illustrated in the use of generalizations common to two or more subjects. It follows that a set of principles common to two or more courses, if used around a nucleus, will result in a broad, unified program.[14]

We are emphasizing the correlation between English, Social Studies and the Vocational Areas developed around the "World of Work". In many studies of high school graduates we find that English and Social Studies rank at the bottom of the list[15] in relation to likes, needs, etc. Our hypothesis here is that by correlating the subject matter at the vocational school we will give greater meaning to their educational experiences and the role they will play in the economic environment.

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[12] Erie, Huron, and Ottawa Counties--"Cooperative Study of Educational Needs to the World of Work".

[13] B. Othanel Smith, et al. "Fundamentals of Curriculum Development", New York; World Book Co., 1957

[14] Paul J. Leonard. "Developing the Secondary School Curriculum". New York; Rinehart & Co., 1948.

[15] Subcommittee on Education. "Notes and Working Papers Concerning the Administration of Programs". Washington, U.S. Printing Office. April, 1967. pp. 292-294.

Instructional Program. Our new facilities[16] are being built specifically to allow curriculum innovations to be incorporated, such as: team teaching, large and small group instruction, individualized instruction, programmed instruction, communications lab, and closed circuit t.v. The academic classrooms are arranged around a resource center (including the library) for accessibility and conduciveness to independent study, so that students are given the opportunity to use multi media, study stations and resources. Flexible scheduling has been developed to incorporate the organizational arrangements needed. It seems clear that we must re-structure and reorganize learning situations to make the maximum use of professional teachers, multi media, and new learning situations. The following six proven innovations will be used on a limited scale the first year, but will be implemented on a wider scale the second and third years.

a. Team Teaching

This term shall be interpreted as meaning a group of teachers jointly responsible for planning, carrying out, and evaluating an educational program for the same students.[17] We want:

1) to discover and demonstrate effective ways of using teacher competencies

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[16] Subcommittee on Education (see preceding page footnote #4)

[17] Dr. Albert Shuster. "Team Teaching". Supervisors' State Conference. Department of Education, Columbus, 1961.

2) to utilize school space and equipment in an effort to produce maximum learning benefits.

3) to see if it can provide more time for small and large-group instruction

b. Large and Small-Groups.[18]

The significant factor in school organization which is illustrated by large and small group teaching and the use of mass media is flexibility. If we are to meet our increasing demands for quality in high school education and meet the multiplication of new knowledge, then we must bring changes in our present techniques of instruction. Individual students learn in different ways, some by large and some by small group, some by lecture and some respond to independent study. Large group instruction does not necessarily pertain to numbers in the group but to specific techniques of instruction. Small group instruction is student-dominated learning, consisting of groups of 5 to 15 in number designed to encourage student interaction. We want to find out the following:

1) What types of mass media (t.v., newspapers, magazines, radio, motion pictures, program materials, recordings, etc.) are best used with each group?
2) What student characteristics can we pick out to place students in each group?

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[18] Dr. I. Keith Tyler. "Large Group Teaching". Supervisors' State Conference. Department of Education, Columbus, 1961.

c. Individualized Instruction.

Most educators define individualized instruction as the planning and conducting with each student a program of studies that is tailored to his learning needs and characteristics as a learner.[19] In this program a wide variety of technological aids can be utilized to reach individual problems and desires. A high degree of student independence and initiative is required by this technique.[20] The main objectives are:

1. to promote individual initiative and independence.
2. to provide opportunity for study under optimum conditions.
3. to provide for study beyond regular class time.
4. to permit maximum use of instructional resources.
5. to permit students to make wise and important decisions.
6. to assist teachers in diagnosing individual student's characteristics and in planning lessons specifically for them. the teachers will also need instruction in techniques to make organization and technological changes function effectively.

d. Communications Lab.

A laboratory approach to developmental communication skills. The lab will provide instruction in a wide variety of reading skills, language, and speech. The objectives of the program are as follows:

1. to gain maximum speed in reading rate and comprehension.
2. to develop a wide range of skills needed by effective readers, such as perceptual skills, work attack skills, reference skills and allied communication skills.
3. to program materials tailored to individual needs and reading levels, and to allow a student to progress at a rate commensurate with his ability.

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[19] National Society for the STudy of Education - yearbook, 1962.
[20] Association for Supervision and Curriculum Development - yearbook 1964.

4. to motivate students at varying levels, to evaluate their strengths and weaknesses in reading and allied skills.
5. to build fluency in understanding and use of vocabulary.
6. to develop appreciations in various reading media.
7. to develop a discriminating taste in selection of material to be read by the student.

e. Closed Circuit T.V.

We will apply closed circuit television to the training of dental assistants. The lab facilities have been planned for a permanent installation of T.V. equipment, or the equipment can be mobile. Our staff and teachers will develop techniques to use the mobile CCTV during the planning phase of the project and then adapt these techniques to other academic and vocational areas. The objects of this program will be:

1. to use the CCTV in demonstrations, lectures and other formats of instruction to be taped and stored for reuse or retrieval.

2. to provide an instructional technique so a unit of work can be made more meaningful by amplification of the visual range.

3. to standardize instruction within the course.

4. to use an image magnification camera to extend class vision to an "in-mouth" viewpoint.

5. to use the CCTV system for new and exciting methods.

6. to be able to cover more ground in a shorter period of time.

7. to be able to keep the class up to date in new skills and knowledge.

f. Programed Instruction.

We will experiment with programed instruction in the Reading Area (communications lab) and in the Machine Trades. The

Premack Principle and the Contingency Management System[21] will be the basic techniques that we will use (no machines will be utilized). The objectives of this program will be:

1. Premack Principle states that motivation could be obtained by sequencing the activities of the person by making a behavior he prefers contingent upon another behavior which he does not prefer (high probability contingent upon a low probability).
2. Contingency Management system is based on the premack principle. If behavior B is of higher probability than behavior A then behavior A can be made to occur (more probable) by making B contingent upon completion of A.[22] Included with this is that the contingencies are controlled by an agreement between the learner and the teacher. Another added feature is that the teacher can allow his students to develop their own contingency management.

Objectives of Program Instruction:

1. to be more thoughtful and to arrange knowledge sequentially.
2. to permit individuals to become more actively engaged in the learning process.
3. to permit students to proceed at their own pace, being reinforced with low and high responses.

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[21] David Premack. "Positive Reinforcement", Psychological Review Vol. LXVI, No. 4, November 4, 1959.

[22] Lloyd Homme & Donald Tosti. "Contingency Management and Motivation". NSPI JOURNAL, Vol. IV, No. 7, Sept. 1965.

4. to eliminate repetitious teaching for certain kinds of learning, such as drill.

5. to assist students in make-up work, especially after they have been absent from school.

Guidance Program in Occupational Opportunities.

EHOVE pupil personnel staff will co-operate with home school guidance staffs to make all pupils aware of the occupational opportunities as well as admission criteria and procedures in the areas served by the EHOVE vocational school. The guidance program will include supplying materials for the required testing program. The required EHOVE testing program at home schools will be coordinated and is intended to be a part of the home school's developmental guidance program which will enable the students to make their vocational decisions based upon counselors' advice and self-understanding. Guidance personnel at EHOVE and at the home schools will be expected to be certified for administration and evaluation of the General Aptitude Test Battery. The guidance program will include:

a.) placement service
b.) information service
c.) counseling service
d.) research or curriculum study service.

Since many of our local schools are marginally staffed and inadequate in vocational education, a supplemental counseling and guidance program was implemented. During the four months of operation during September thru December 1967 the council of guidance counselors (made up of EHOVE'S Supervisor of Guidance Personnel and the 13 participating schools' guidance counselors) suggested a number of activities that could improve our effectiveness and efficiency (especially the cumbersome process of hauling 20 G.A.T.B. boards and accessories). They suggested: (see appendices F Mobile Lab)

a.) a mobile guidance and testing lab.[23]

1.) to provide a central testing area to administer the General Aptitude Test Battery standardized testing situation.

2.) to provide supplementary materials, both written and audio-visuals, to aid students in selecting the occupation that best fits their abilities and interests.

3.) to provide career conferences for parents and students as part of their orientation program.

4.) to provide a library of vocational materials geared specifically to EHOVE.

5.) to provide a package center for test interpretations, placement and registration.

6.) to provide career programs for 7, 8 & 9 grades.

7.) to provide the community with occupational information at local and county fairs, PTA, festivals, etc.

8.) to further up-grade counselors and teachers in vocational education.

9.) to be used in job placement after graduation.

b.) Producing Filmstrip Loops and Tapes on EHOVE offerings.

1.) to provide filmstrips composed of local industry to capture and hold student attention.

2.) to provide a coordinated tape presentation lasting 20-25 minutes.

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[23] Dr. William Martinson & Dr. Bob B. Winborn. "Technical Report of the Four County Consortium". Indiana University, June 1967.

c.) Problems associated with transition of 11th and 12th grade students to EHOVE.

  1.) to study the students problems in transition.

  2.) to analyse the study for recommendations for future placement.

d.) Validity of Multi-Factor Criteria in selection and placement of students at EHOVE.

  1.) set up procedures to follow in preparing students to be receptive for study 3 or 4 years hence.

  2.) set up vehicles to be used in acquiring needed information.

Provide Working Models. The important consideration by EHOVE Administrators is to provide models of new methods being employed to help solve some of the problems of the teaching-learning process. It is hoped that our area teachers will really think, "there might be a better way".

State in Sequence the Activities and Procedures to be Used

1. Correlated Curriculum

The rationale for this curricular approach was based upon the fact that each individual is confronted throughout life with a number of basic problems developed around the world of work which need to be solved reasonably well and in a socially acceptable manner in order to live successfully. The inductive and conceptual approaches will place emphasis on student involvement, inquiry and discovery. The involvement of students, counselors, teachers, supervisors, consultants and representatives of agriculture business and industry will seek to identify common life problems. These problems will be reduced and converted into ten or more units to serve as a basis for curriculum development. The step-by-step plan for establishing a staff development program is outlined below.

Stages	Persons Involved	Tasks or Charges	Time Schedule
Pre-planning	Ehove Adm. Staff Consultants Bowling Green State University State Dept. Westinghouse Learning Center Counselors Community Supervisors	1. Plan of action 2. Outline the development and implementation stages 3. Criteria in teacher selection a. Interview sheet b. Job description c. Dogmatic tests d. Preparation, training and experience of staff 4. Assignments on the team 5. Selection of written materials 6. Vehicles for use in evaluting	1 day each 1967-68 October November December February April May July
In-service	Ehove Staff Teachers State Dept. Consultants Ohio University Bowling Green Westinghouse Learning Corp. Community	1. Develop a curriculum guide 2. Group processes-learning to get along 3. Ordering materials 4. Learning to develop & use audio-visuals 5. Ehove Administrative details 6. Develop student lists (getting to know students names & abilities)	1968 August 20 days
First Operational	Academic teachers 1 period per day	plan their next weeks program	School year Sept. 1968 t June 1969
	Guest speakers		5 times duri the year
	Vocational-Teachers meet	Assist in correlating the materials & setting the course content to the "world of work"	10-12 times during the yea
	Students	"	
	Consultants	"	
	Community	"	
	Counselors (area)	"	
	Teacher visitations	Visit other schools	1-2 per year
	Teacher workshops	In their field	1-2 per year

Procedures for organizing the teachers to cover the vast amount of material for curriculum developed to the "World of Work".

Step #1 General Objectives
(scope & sequence of the content)

Step #2 Detail Objectives
(goals to reach or concepts)

Step #3 Activities
(ways & means of attaining the desired objective)

Step #4 Plan the units - to common life problems
How to develop the guides for selecting the common life problems.

1. Units grow out of daily needs, interests and problems
2. Units should have meaning, purpose & unity
3. Units should be suited to the learner's developmental level
4. Units are clear cut desired purposes & outcomes
5. Units should be structured so students can participate in its development.
6. Units should offer many opportunities to reinforce the basic subject skills.

Step #5 Organizing the daily lesson plans

1. Structure- scheduling classroom routines, responsibilities and learning experiences
2. Flexibility- to utilize immediate happenings, interests and problems
3. Balance of Activities- variety of sound skills, academic & vocational skills, and provision of opportunities to develop responsibility.

2. Instructional Program

Learning resources provide efficient and effective means for implementing the learning process. The term "independent resource center" rationale is based upon the obvious fact that we live in an age that is becoming more complex each day. No one means of communication can possibly be adequate to the task of providing all the information and concepts needed by today's students. Each medium--books, films, recordings, filmstrips, T.V., radio, monographs, pamphlets, transparencies, models, dioramas, maps, charts, globes, microfilm have particular strengths and weaknesses. Only a wide use of a variety of materials--"the multi-media approach" can help insure that weaknesses of any given type of material will be compensated for by the strengths of one or more other materials. The most efficient method of providing a wide range of materials and equipment for the students and teachers is to provide an easy access to the center. We feel that team teaching is one answer to make maximum use of our teachers, mass media, and facilities.

a. The team will be made up of a group leader, academic and vocational teachers, librarian and a counselor. They will all meet daily for one period to plan the next week schedule, organize students into needed groups and assist in evaluation of the program and students. Each teacher will teach the areas in which they feel most effective, as in grouping or academic materials.[23]

Periodically during the year consultants will work with us in developing relationships by teaching us group processes and the effects we have on one another. Once per month the whole faculty will meet on a Saturday to assist in identifying common live problems as related to the world of work.

b. Large group instruction may be an illustrated lecture, making assignments, testing, listening to a guest speaker or a resource person, televised lesson, motion picture or film strip. Large groups of 150 or more may be involved. Students will be assigned to large group instruction as determined by the teachers the previous week. This will improve the quality of instruction, conserve teaching time and obtain better use of audio-visual equipment and plant facilities.

Small group instruction can originate from the teacher or students. The teachers will be asked questions and not dominate the discussion in these groups. Examples of this concept are: analytical discussions, exploratory discussions, reporting, debating, seminar groups, role-playing, testing of understanding and developing instructional materials (like transparancies) for future presentations. These procedures are used to provide opportunity to participate, discuss ideas, create a close student teacher relationship and teach students how to get along.

c. Individualized Instruction - The independent resource center is conducive to independent study when the students are given choices of study stations, resources available and flexible scheduling. Here the students go beyond the minimum essentials to create and learn how to learn. The teachers and students will plan the week before when certain individuals will be in the center. Teachers will spend several days in August going over the rosters to determine the strengths and weaknesses of the students. The activities that the students can engage in are:

1.) Machines - magnetic tapes, microfilms, teaching machines readers, programed aids, filmstrips loops, etc.
2.) Independent - writing, reading, memorization, conference, drawings, developing or preparing instructional materials in facilities as carrels, seminar rooms, labs, etc.
3.) Future development will be for students to use dial retrieval or tape retrieval for information quickly needed.
4.) The teachers will need to learn methods used in diagnosing learning needs of students and what changes of instructional methods are required. These gains will be made by in-service staff training.

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[23] David Beggs. "Lakeview High School". New Jersey - Prentic Hall, 1964

d. Communications Lab[24] This laboratory approach to developmental reading is a program designed to be largely individualized and programed for self instruction, utilizing a multi-media program. The Educational Developmental laboratories utilize the following devices:

1. Tach-X and Flash-X training - for speed and visual memory.
2. Controlled Reader - to heighten visual efficiency and thoroughness.
3. Listen and Read - to improve basic skills in listening and reading.
4. Word Clues - to enrich and expand vocabulary.
5. Study Skills Library - to provide reading in the content areas and
6. Skimming and Scanning - to develop skill in effective reading.

One teacher on the academic team must be a reading teacher who can use the E.D.L. approach. Additional in-service training will be provided by a consultant from Educational Developmental Laboratories. At the beginning of the fall semester, each student will be scheduled into three small group classes a week. He will meet with the same teacher in each class. The small group teacher will administer individual reading tests to determine an approximate reading level of the students. After a reading profile of each student is made, the teacher will work with the student to develop a quarterly program based on their reading interests and weaknesses.

Skills to be taught in various four centers of the reading lab:

Area	Concepts	Equipment	Number of Stations
Center #1	Teacher directed-for perceptual skills, directional skills, word attack skills, comprehension visual memory reading rate	controlled reader Tach-X	18 for larger groups
Center #2	Listening skills Vocabulary enrichment Communication skills Playback of tapes for a diagnostic tool	3 Tape Recorders Head sets 3 tables	18 stations 3 separate presentations
Center #3	Develop rate and comprehension Word attack skills Critical and analytical reading Interpretation Selective reading	controlled reader skimmers carrels	18 stations
Center #4	Guidance in reading Oral reading phonetic Analysis, work attack skills, comprehension, vocabulary, interpretation, word knowledge. Reference and study skills. Variety of reading material selected on a multi level, multi-interest basis.	EDL Study Skills Lab EDL Word Clues Paperback library 2 tables bookshelves	12 stations

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[24] Downey Unified School District - Downey, Calif.

e. Closed Circuit Television (CCTV)

Our staff will attempt to create a climate for in-school television. The students social structure is built around television as entertainment. The teachers will introduce T.V. as a tool for learning and to guide them in its use. The characters who appear on the CCTV will be on the screen--life. The students will view themselves as they work with the teacher and dentist. Educational tapes will be purchased to describe or present new techniques or discoveries. Once the students have accepted T.V. as a life educational tool the teacher can begin developing the following skills: critical and analytical observation, note-taking and outlining, summarization, precis writing, individual and group research, accurate reporting, organized discussion and original thinking.

The following activities will be tried:

1. Special guests of stature in the field can be persuaded to act as one time instructors and interact with the class. "Canning" this session assures the professional staff that this man and his unique contibutions can be made available at any future time.

2. Other schools of a similar nature contemplating using CCTV can profit by exchanging our taped programs with theirs.

3. A variety of interesting, pertinent and unusal visuals can be incorporated and taped for future use.

4. CCTV is a means of transmitting good teaching to more students than could otherwise be accommodated.

5. Procedural close-ups on tape can be programed for individual student use in study or review situations. This technique is especially useful where class size is large or room space and sufficient equipment is lacking.

6. After instruction by tape, each student can practice techniques on other students giving their classmates an opportunity to view the entire procedure at close range and constructively criticise the performance.

No school system considering the implementation of CCTV should overlook the comments offered by Boston's WGBH Hartford Gunn, "Far too much CCTV transmits no more than a fuzzy image of a teacher teaching in a traditional way, using the traditional and impoverished resources of the classroom. There is too little experimentation or innovation factor: to use the medium in such a manner as to transcend the world of the classroom. This requires a commitment in terms of finances, talented people and programming far above the bulk of TV usage today."

f. Programed Instruction

The first years' program will be to review literature carefully and involve the teacher to study carefully the technique. The teachers must learn the system by courses, films, textbooks, Contingency Management Source Manual and the Classroom Teacher's Guide. A systematic program of visitations, so teachers can visit schools using the Contingency Management system. Workshops must be held by Westinghouse Learning Corporation for our teachers and types of materials ordered for the year 1969-70. During the summer of 1969 our best teachers will be retained to develop programed instruction materials. These materials will give systematic review of critical points and develop special learning skills and techniques designed to be used by the students. The following information is needed:

1. subject matter - identify the major tasks, identify the material, divide the curriculum into units, provide the responses, design methods to control the responses and suggest the time needed to accomplish this task.

2. measure the students progress - establish criteria for determining progress, provide diagnostic tests, including prescriptive tests, progress checks and unit post-tests.

3. prepare for the students in the class - orientation, prescriptive tests given, level on a diagnostic test, sign contract with students.

An example of a contract with a student:

Tasks	Reinforcements
4 pages English	breaks - 5 minutes
5 pages Social Studies	reading - 10 minutes
3 pages Health	games - 5 minutes
	leaving the room

The assighment or tasks must be completed (80% or 90% accurate) before the student engages in change or break. If we list a students contract, it would look like this:

4 pages of English

then 5 minute break - reinforcement

then 5 pages of Social Studies

then 10 minutes of free reading

then 3 pages of Health

then games - 5 minutes of a card game etc.

3. Guidance in Occupational Opportunities

a. Model #4 explains the enrollment procedures outline to be used at EHOVE during the 1967-68 school year.

Step #1 School Orientation refers to the series of introductory and "Career Meetings," four of which were scheduled for the first part of the school year at each school. Developmental orientation refers to such vocational exploratory and preparatory courses as may be offered. Guidance refers to the counseling and services program. At the EHOVE office twenty-two related career meetings were scheduled. In the future EHOVE will help schools with orientation programs, awareness programs, and materials upon request of home high schools.

Step #2 The supervisor handed out cards at the introductory meetings and asked pupils to indicate if they were interested in the areas discussed. These cards were returned to counselors. Totals in each area were reported to EHOVE. Upon tabulation, we advised counselors of the total number indicating interest to guide counselors as they work with students.

Step #3 Students were asked to submit applications with parents signature to counselors by Feb. 15. EHOVE will determine those who can be placed in their 1st or 2nd choice program and report to schools by March 1st. This will allow two weeks following the last career meeting for counselors to contact those interested and to consider program choices in view of facilities and pupil records. An area-of-interest teacher should be asked for recommendation in each case. Counselors will rate this recommendation, record test scores and stanines and write a brief recommendation. No application can be withheld by a home school if the student is qualified by law and is of proper credit standing.

Principals will be asked to endorse each application.

Step #4 EHOVE plans to accept all applicants for assignment in the area of their 1st or 2nd choice. We hope that, with thorough co-operation and careful guidance, we will be able to take care of all pupils in the areas of their choices. If we can not place everyone we will notify home schools regarding placements by March 1st to enable students to apply for an acceptable program where room is available before April 1.

Step #5 If a pupil asks his counselor for reconsideration for an undersubscribed area of his choice, he must make this application by April 1st.

Step #6 Students who do not choose to come to EHOVE may reject their placement on or prior to April 15, 1968. After that date, schools will be asked to control changes of intent very rigidly for the home school principal's sake as well as EHOVE'S.

Step #7 We will notify the schools of placement prior to April 15. Certain student records will be asked for in order to help the guidance staff at EHOVE in working with those at the vocational school.

The mobile units will be used for testing, counseling by vocational supplementary materials, career meetings for parents, career awareness and informational service at Erie, Ottawa and Huron County Fairs, PTA, Milan Melon Festival, and at football games.

Below is Mobile Counseling Unit proposed schedule for 1968-69 school year (1st semester)

	1st round	2nd round	3rd round	4th round
Norwalk	Sept. 9-10	Oct. 8-9	Nov. 6-7	Dec. 10-11
Danbury	Sept. 11-12	Oct. 10-11	Nov. 8-11	Dec. 12-13
Berlin-Milan	Sept. 13-16	Oct. 14-15	Nov. 12-13	Dec. 16-17
Margaretta	Sept. 17-18	Oct. 16-17	Nov. 14-15	Dec. 18-19
Norwalk	Sept. 19-20	Oct. 18-21	Nov. 18-19	Jan. 6-7 (1968)
New London	Sept. 23-24	Oct. 22-23	Nov. 20-21	Jan. 8-9
Perkins	Sept. 25-26	Oct. 24-25	Nov. 25-26	Jan. 13-14
St. Paul	Sept. 27	Oct. 28	Nov. 22	Jan. 10
South Central	Sept. 30 Oct. 1	Oct. 29-30	Dec. 2-3	Jan. 15-16
Wes. Reserve	Oct. 2-3	Oct. 31 Nov. 1	Dec. 4-5	Jan. 17-20
Vermilion	Oct. 4-7	Nov. 4-5	Dec. 6-9	Jan. 21-22

Second semester will be devoted to guidance awareness programs for the 7th, 8th, and 9th grades.

b. We will attempt to produce five area filmstrip loops coordinated with tape recordings of our offerings. This will be a joint effort with EHOVE's staff, Agriculture, Business and Industry. The tape-film loop will last for 20-25 minutes. Our staff under the guidance of Westinghouse Learning Corporation, Dr. Hayden, psychologist (B.G.S.U.) and the State Department of Guidance and Testing will film, edit and coordinate the audio portion of the program. The second year we will complete ten additional film loops and the third year the program will be completed.

Vocational guidance script procedures are:

1. Determine subject areas to be filmed in terms of curriculum, job probabilities and lack of suitably prepared material readily available.

2. Each subject area will be approached to gather information by contacting local industries, public and private agencies, local community leaders, and local libraries.

3. Consolidate information, organize and decide on the story approach and mode of presentation.

4. Develop script along chosen lines such as informational, story or case.

5. Plan story board concurrently with #4, indicate suggested visuals and text for each visual.

6. Photograph subject according to #5.

7. Select visuals on basis of application to script, technical quality continuity and pace of subject matter . Avoid grouping of too many photographs from one area and mix long, medium and close views for variety.

8. Reshoot whatever visuals may be needed.

9. Produce final visuals, tapes, etc. - emphasize quality.

10. Assemble final package and pulse tape.

c.. The Council of Guidance Counselors will study the personal problems of students in the 10th and 11th grade associated with transition to a vocational jointure. The study will analyze the type of problems and make recommendations for improvement the following year.

d. Appendex "D" is an application form for admission to the vocational school; it shows the multi-factor criteria used in selection and placement of students at EHOVE. What situations can develop in preparing the students to be receptive for assessing in three or four years? Can we set up a battery of tests to give the graduate and a fill-in-form to be rated subjectively by his employer? Will our results be valid? Can we predict success on the basis of our multi-factor criteria used in placement and selection?

Explain why these procedures are considered the best method for achieving these objectives.

The ultimate purpose of any innovation is an improved curriculum. No one innovation can improve the effectiveness of every teacher or the learning of every student; however, improvement can only be judged in terms of the ability of the change to produce a closed approximation of the desired curricular goals.

If we accept the basic premise that curriculum change can only be reflected in the work that teachers do, how can we be assured that these innovations will be implemented in the classroom? Who should plan the curriculum? C. Glen Hass, writing in Educational Leadership, states that "It is apparent that the curriculum planning which will be needed involves an interrelationship of factors". He believes that schools of the future must teach innovation, problem solving, and a love of learning; its students must acquire the tools of analysis, expression and understanding. These are skills, attitudes, and values which are not the sole concern of any subject or grade level or discipline.

In the article "Educational Resources and Techniques" published by John Moldstad and Gene Faris, the authors have listed three sound assumptions which seem to be justified in any rationale for an independent resource center. They are as follows:

> First, in order to help students assimilate the facts, concepts and generalizations necessary for success in this complex age, a wide variety of instructional materials---the multi-media approach--should be utilized with selection based upon the unique contribution each media can make in the specific learning situation.
>
> Second, since student and teacher time as well as tax monies are of utmost concern, the most efficient method of providing a wide range of materials and equipment which is within easy access of teachers and students must be considered.

> Third, both students and teachers will require consultation and direct assistance in (a) learning about and locating suitable commercially available instructional materials; (b) producing special materials to meet specific, local needs; (c) learning about new methods of integrating personnel, materials, and equipment into a "systems approach" to instruction; and (d) effectively utilizing all types of instructional materials in typical classroom situations, large and small group instruction, extra curricular activities, and public relation activities.

Since the multi-media approach to teaching and learning seems to be a necessary part of modern education, the problem of how best to make this wide range of materials convenient to teachers and students must be given top priority. As has been earlier pointed out, the simplest answer is to make all media available through a single facility: an instructional materials center. It is a known fact that the extent to which materials are used is directly affected by their accessibility and the availability of materials.

4. To Provide Working Models of Our Innovations

A plan for dissemination of the models will be written in detail under Chapter X - Dissemination. The success of a program of this nature depends largely upon the exchange of ideas and information among interested parties. During the initial phases of the project we will invite the community of lay persons and educators to visit with us and discuss common problems of understanding innovations and how they can be implemented.

The software and hardware developed by this project will be available for use in the immediate area to all groups that request this information. The items referred to are the mobile unit, filmstrip loops on EHOVE, television tapes, and programed materials. News releases featured stories and prepared brochures will be available for general distribution. The brochures will be available in July 1968 for an orientation of the needs of the community for educational programs, and about the planning of the innovations. The added feature of the brochures will include means by which citizens may offer suggestions for the project or express their interest in participation.

The working models of our proposal will be disseminated with another thought in mind, and that is, evaluation. We will ask all those receiving our materials to suggest ways we might improve the innovations or manner of dissemination.

We feel the procedures considered for achieving our objectives are the best for the following reasons:

1. We used a cooperative action involving community groups (craft committees), consultants, local educators, teachers and administrative staff.

2. We have organized various teams to bring together the needed specialists to produce programs of instruction for various types of presentations, including films for large groups and programed material for individuals.

3. We have designed a systematic plan of continuing curriculum evaluation and development.

4. We are planning to use innovations that promise improvement of the curriculum, their implementation demonstrated and their utility evaluated.

5. The correlated curriculum is a way of organizing some of the important common learnings, using inquiry and conceptional approach as its procedure, having social and personal problems as its procedure having social and personal problems as its content and focusing upon the development of behaviors needed in a democratic society as its purpose.[25]

6. Individualized approach is directed at meeting the needs of each student. The examples used in this proposal is the communications lab, programed instruction, vocational film loop and teaching by closed circuit T.V. Programed instruction is an attempt to modify education techniques. Leaders in public education are aware of the growing lack of confidence in educational methods, but were unable to modify successfully the existing system. The "Contingency Management System" was the latest system developed by Westinghouse Learning Corporation for the U. S. Office of Education.

7. The guidance procedures adopted the first year were developed to facilitate career development. The Council of Guidance Counselors had four orientation meetings scheduled for each school on vocational occupations. This increased the student's capacity to make choices--in likes and dislikes. The vehicles we plan to develop next year are a mobile counseling unit, film loops, and CCTV to capture and hold student attention in order to do an improved job in changing attitudes, expressed in terminal behavior.

8. The dissemination of the models to the community will foster a better understanding of the programs and problems of the schools. It should promote a better understanding and increased communications between the public and the school. The area educators can see the results of our innovations and may want to incorporate these programs in their local schools. Most of our area schools cannot afford a person to write for suppletory aid for new programs. .

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[25] Robert H. Anderson, "Correlated Curriculum", Phi Delta Kappan January 1966, p. 248.

EMPHASIS

We are approaching this multi purpose project as a total system by relating positive interaction between vocational academic and guidance areas. As quoted by Derm Schnack:

> "as Coordinator of vocational Guidance for Ohio, I have had numerous opportunities to observe vocational education programs in operation. In those communities where there is a tradition of vocational education, as well as those communities which are now about to enter into vocational education programs, there seems to me, to be a need for considerable curriculum innovation and adjustment. Too often we in education assume that two or more educational systems can function side by side in the same institution with little or no interaction and spillove over. EHOVE promises to pioneer the way to relevant curriculum changes in a joint vocational school district. Here is an opportunity to help students to achieve vocational competence as well as occupational competence".

While the program includes many tested innovations, it is worthy of demonstration becaause it attempts to combine the most successful ideas in a systematic plan for school improvement.

Innovative programs have been tried involving the academics and vocational areas independently. The EHOVE project is attempting to integrate these areas into a meaningful educational experience. The correlated curriculum developed around the world of work will emphasis the significance of the academic and guidance areas combined with a vocational skill. We are trying to overcome the negative attitude by educators and the community concerning vocational education. We will stress the role vocational and technical skills have played in our social and economic life. It represents a new approach to the individualization of instruction which combine the best features of group instruction with the most recent advances in programed learning.

PLANNING

A. General Organization

The planning project began in August 1967 with the EHOVE staff discussing informally the problems we will face in the coming year. Enthusiasm began to develop for the possibility of putting into operation a number of innovations. The concern centered around the extent of innovations depends on suppletory aid and human resources. A plan was drawn up to explore the possibilities. The following timetable was adopted:

Month	Stage	Activities
August 1967	Investigation	Preliminary plans Establishing a policy
September 1967	"	Assessing needs Review surveys, recommendations Analysis of available monies
October 1967	"	Discussions with state department officials, college consultants, local administrators and local agencies. Visitations to many schools Send letters to schools that have innovated. Discussions with Title III heads E.S.E.A. & N.D.E.A.
November 1967	Planning	EHOVE Board approval write first draft Continue discussions with staff, consultants, visitations Write foundations
December 1967	"	Send letters to organizations Solid draft Board approve application Final draft

Model #2, on page 45 will show professional involvement.

The following groups assisted in the planning of the proposed project:

Groups Colleges	How extensive	Purpose or Area	Number of Days
Ohio University			
Dr. Shuster	3 discussions 2 letters	Team Teaching	3 days
Dr. Leighty	2 discussions	English	2 days
Dr. Ploghoft	3 discussions 2 workshops	Social Studies (multi-media approach)	3 days
Bowling Green State University			
Dr. Charles Hayden	2 letters 2 discussions	Guidance Mobile Unit	2 days
Kent			
Dr. Nichols	2 discussions	Vocational	2 days
Toledo			
Dr. Williams	2 visits	Teacher Training	3 days
University of Pittsburg			
Dr. Robert Washabaugh	1 visit	Dental Ass't. Closed Circuit T.V.	1 day
Mr. Bickel	1 visit	Technical Aspects of CCTV	1 day
Indiana University			
Dr. Martinson	2 letters	Mobile Units	

Schools

Hickory Hills Penna. Mr. Green	1 visit	Instructional Materials Center	1 day
Western Reserve, Ohio Warren	1 visit	Vocational Facilities	1 day
John Kennedy California	2 letters	Communications course	
Bedford Schools Ohio	1 visit 1 phone call	Correlated Curriculum only	1 day
Lakewood City Ohio	1 visit 1 Workshop	Team Teaching	1 day
Penta County	Many visits & letters	All phases of vocational educ.	2 days
Abington High Penna	3 letters	Many, many innovations	
Downey School District California	2 letters	Communications Lab	
Virgin Valley H. S. Mesquite, Nev.	2 letters	Independent learning Team Teaching, large & small group.	
North Lawrence County Indiana	2 letters	Mobile Unit	

Vocational

John Hayes Cleveland	visitation	Vocational	1 day
MaComber Toledo	visitation	Vocational	1 day
Wayne County J.V.S.	visitation	Integrated Academics	1 day

Learning Centers

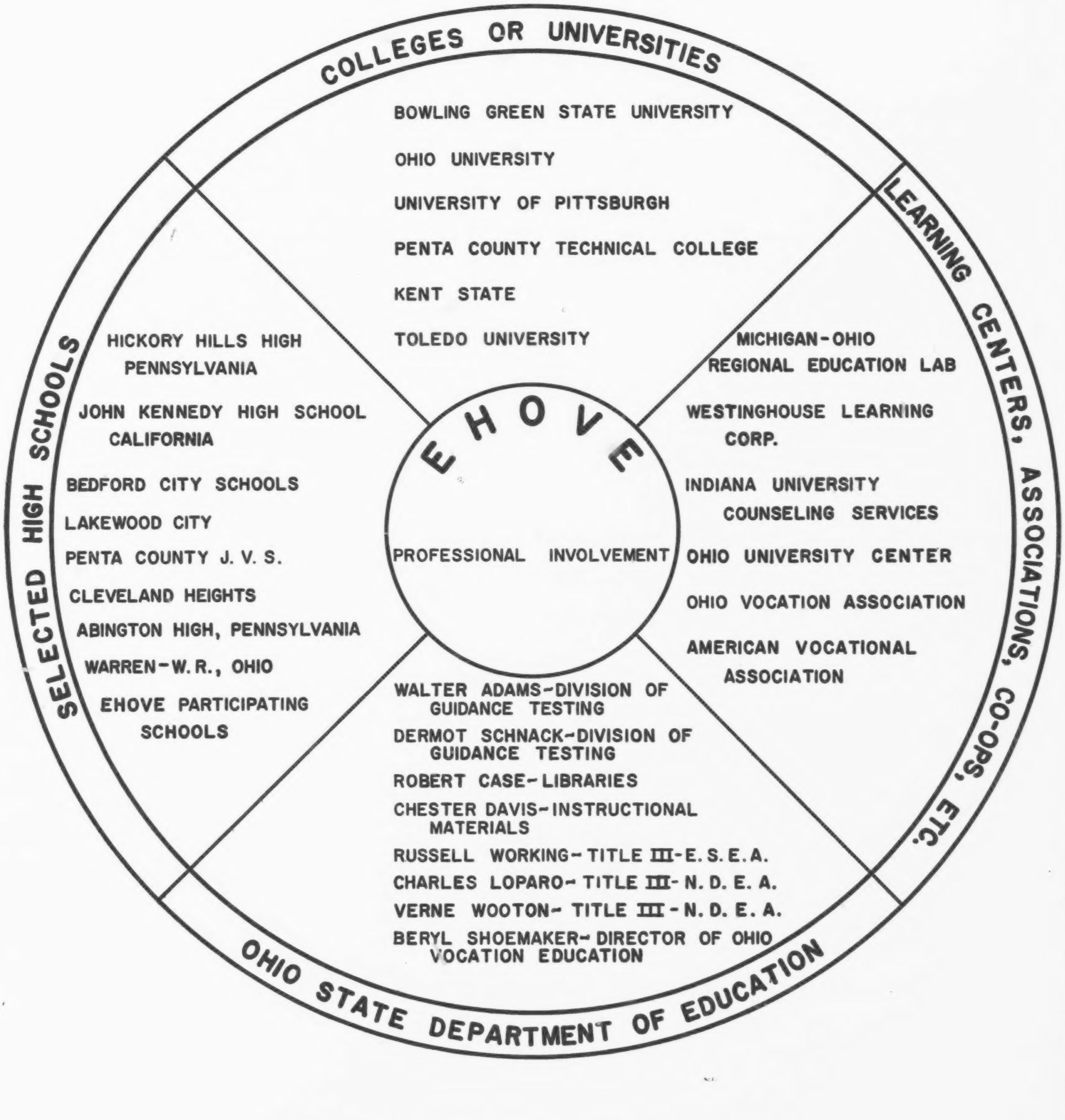
Westinghouse Learning Corp.	Visitation	Planning Project	1 day
Al Whitfield Don Horseman	3 visits to EHOVE	Programed instruction Systems approach	3 days
Ohio University Center	2 visits	Academics	2 days
Michigan-Ohio Regional Lab	1 phone call 1 letter	Possible future financing	
Cleveland Hts. Facilitor Center Dr. Jack Mallar Mr. Morris Sorin	1 visit	Group processes in team teaching	1 day

Ohio Youth Commission	1 letter	Communications Lab	
Ohio State Department of Education			
Walt Adams	2 visits	Mobile lab	2 days
Dermot Schnack	3 visits	Conduct vocation survey	3 days
Robert Case	1 letter	Vocational Library	
Chester Davis	2 visits at EHOVE 1 visit at Columbus	Insturctional Material preparation	3 days
Dr. Working	2 visits	Title III ESEA	2 days
Bill Phillips	2 visits	Title III ESEA	2 days
Charles Loparo	1 visit 1 workshop	Title III NDEA	1 day
Vern Wooton	1 visit	Title III NDEA	1 day
Beryl Shoemaker	Many discussions	General Vocational	
18 EHOVE Craft Committees	220 persons	Plan facilities & curriculum	3 days
17 Superintendents	Monthly	Assist in all	8 days
12 Principals	2 sessions	Academic & Vocational	2 days
18 Counselors	10 sessions	Develop multi-factor criteria for selection & placement	10 days
		Plan mobile units & use of	3 days
Many teachers	2 sessions	Facilities & Curriculum	2 days

Over 3000 miles traveled by the writer.

The agencies endorsing our project are listed in the appendix "A".

DEMONSTRATING INNOVATIONS IN VOCATIONAL EDUCATION


COLLEGES OR UNIVERSITIES
BOWLING GREEN STATE UNIVERSITY
OHIO UNIVERSITY
UNIVERSITY OF PITTSBURGH
PENTA COUNTY TECHNICAL COLLEGE
KENT STATE
TOLEDO UNIVERSITY
LEARNING CENTERS, ASSOCIATIONS, CO-OPS, ETC.
MICHIGAN-OHIO REGIONAL EDUCATION LAB
WESTINGHOUSE LEARNING CORP.
INDIANA UNIVERSITY COUNSELING SERVICES
OHIO UNIVERSITY CENTER
OHIO VOCATION ASSOCIATION
AMERICAN VOCATIONAL ASSOCIATION
OHIO STATE DEPARTMENT OF EDUCATION
WALTER ADAMS-DIVISION OF GUIDANCE TESTING
DERMOT SCHNACK-DIVISION OF GUIDANCE TESTING
ROBERT CASE-LIBRARIES
CHESTER DAVIS-INSTRUCTIONAL MATERIALS
RUSSELL WORKING-TITLE III-E.S.E.A.
CHARLES LOPARO-TITLE III-N.D.E.A.
VERNE WOOTON-TITLE III-N.D.E.A.
BERYL SHOEMAKER-DIRECTOR OF OHIO VOCATION EDUCATION
SELECTED HIGH SCHOOLS
HICKORY HILLS HIGH PENNSYLVANIA
JOHN KENNEDY HIGH SCHOOL CALIFORNIA
BEDFORD CITY SCHOOLS
LAKEWOOD CITY
PENTA COUNTY J. V. S.
CLEVELAND HEIGHTS
ABINGTON HIGH, PENNSYLVANIA
WARREN-W.R., OHIO
EHOVE PARTICIPATING SCHOOLS
EHOVE
PROFESSIONAL INVOLVEMENT

MODEL NO. 2 - PROFESSIONAL GROUPS CONCERNED

Review of Literature

The curriculum reform movements which have touched all facets of American education have not gone unchallenged. Theodore Sizer, writing in Saturday Review, notes that "the major weakness of the reform (curricular) movement today is its tacit acceptance of the way the schools are presently organized. Virtually all the curriculum reformers....have assumed that their subjects will be taught for a certain number of hours per week in classes of a certain size; that there will be little interrelationship between subjects; that each class will be taught mainly by a single teacher; and that this teacher should be made as much like other teachers of the same subject as possible. sizer does not take issue with new curricula but feels that if it comes into the schools "subject by subject" our attempts to promote genuine improvement will be unduly limited by the objectives of the subject matter.

George dennemark, writing in Education, contends that rescuing man from "compartmentalization" is the principal task of today's school. This task demands an organization that welcomes innovation and denies the search for closure. Education isn't looking for the answer or the answers; education to survive must accept change as a fundamental fact of life and it must be recognized that change in one area of its organization is always reflected in all of its parts.

Madolyn Brown and Jeff West, Educational Administration and Supervision, urge a cooperative effort--a "team approach" to curriculum development. They describe a process which involves the teacher, the students, the community, the school and consultants. "Team teaching seems to be one of the most important innovative steps in American education", says Dr. Judson T. Shaplin, director of the Graduate Institute of Education at Washington University, St. Louis.

1. Correlated Curriculum.

> Early patterns of correlated curriculum are now advancing under the name team teaching. Team teaching can become an extension, a further refinement and an improvement of the core.[25]
>
> The core curriculum is a way of organizing some of the important common learnings in the high school curriculum, using a problem-solving approach as its procedure, having social and personal problems significant to youth and society as its content, and focusing upon the development of behaviors needed in a democratic society as its purpose.[26]
>
> Correlation of subject matter is facilitated by an interdisciplinary team, which Trump illustrates as follows:
>
> > A teacher of United States history, a teacher of United States literature, teachers who know the music and arts of the country, and specialists who can improve students' writing and speaking could team together to teach various phases of the culture of this country...This approach would provide a natural synthesis of subject matter and the most competent teaching in the various subject areas.
>
> Brownell and Taylor also hypothesize "improved correlation of subject matter because of cooperative planning in team meetings," and cite as an example a three-period "core" arrangement composed of three seventh-grade teachers, spe-

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[25] Harold Spears' "Emerging High School Curriculum". Phi Delta Kappan November 1963, p. 102.

[26] "S-R Bonds." Phi Delta Kappan. February 1964, p. 268.

cialists in English, social studies, and mathematics, respectively.[27]

2. Team Teaching. Large and Small Group.
   Team teaching has introduced a new term--"crossing over for strength". A teacher with a strong background on the Civil War, for example, may plan and do the major teaching for this aspect of American history.

   Each of us has his own particular strength or special interests that can serve others in our school. A school-wide inventory of such skills and interests would comprise a valuable resource directory. Arrangements could be made for teachers to "cross over for strength" by trading classes occasionally in order to give a "visiting lecture" or special presentation.[28]

   We are told by Glen Heathers that "the self-contained classroom is being destroyed by insistent pressures toward greater teacher specialization and toward greater diversity in the instructional arrangements made available to the individual student.[29] This, despite his candid admission that "specialization offers no guarantee whatsoever that teaching of a subject will improve with respect to such goals as critical thinking, inquiry, self-instruction, or command of theory". While no instructional arrangement can guarantee results, one cannot but wonder what motivates the drive toward specialization if there is not at least the expectation of better achievement of these vital objectives.

   Problems encountered whenever two teachers try merely to correlate their courses should be sufficient warning of the well-nigh insurperable difficulties facing a team who would teach core. Robert Ohm tells us that "specialization of tasks, functions, and jobs tends to pull the organization apart and to split the central unity of the teaching process".[30] Specialization, the inevitable concomitant of team teaching, is thus destructive of the very unity of teaching process which core is designed to promote.

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[27] Lloyd Trump. "Focus on Change, Guide to Better Schools". Chicago; Rand McNally 1961, p. 106.
[28] Professional Growth for Teachers, "Here to be a Team Teacher"
[29] Glen Heathers, "Individualized Instruction", New York Univ. April 1967.
[30] Robert Ohm, "Toward a Rationale for Team Teaching", Administrator's Notebook, March 1961, p. 2.

Individualized Instruction

Although several types of provision for independent study were developed before 1955, none of them became standard practice in the schools. The Winnetca, Illinois approach to independent learning of skills was introduced in the elementary schools in 1919. Kilpatrick's project method, and the contract method of the Dalton plan are the early pioneering approaches.

Some modern plans are The Stoddard Dual Progress Plan, and The Ungraded High School by Frank Brown, and the Trump Plan in Team Teaching. The Durrell Pupil-Team Learning Plan divides the class into teams of from two to five for differentially paced study. The newest methods are programed instruction, computer cards, dial retrieval (audio & visual) and microfilm. The earlier studies put the reliance in the reinforcement theory, the opportunity to proceed at one's own speed with immediate feedback did not affect many students. The students did not attend to the programmed instruction for any length of time; the problem was motivation.[31]

Communications Lab

Researchers Kiehn and Moos concluded that the controlled reader had demonstrated real promise for inclusion in the regular developmental reading program. The experiment showed greatest benefits of the controlled reader occuring after the program had terminated. It is acknowledged that any listening tests can only be established by high correlation between scores on the listening test and attainment in carefully structured learning-by-listening situations.[32]

Eye movements are neither the cause nor the effect of good or poor reading. The mind and the eye motor activity indirectly influences one another.[33]

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[31] T. F. Gilbert, "The Technology of Education" Journal of Mathetus, 1, 7-74, 1962.

[32] Forbes Bottomly. "An Experiment with the Controlled Reader". Journal of Educational Research, March 1961.

[33] Stanford Taylor. "Studies of the Listening Activity". National Reading Conference, 1963.

Closed Circuit T.V.

In the Armed Forces installations (Maryland, Calif. & So. Carolina) closed circuit T.V. has had a real impact on curriculum development, teaching and learning. Where CCTV has been used as a tool to attack problems in curriculum or teacher shortage, or lack of preparation it has resulted in change and growth. The major need today is programing the T.V., a need to focus in on using the tools in creative ways to enrich the quality of instruction.[34]

Programed Instruction

There is a growing technology concerning the application of the laws of behavior. In the application of the laws, the most important factor is motivation. With control of reinforcing events, one can produce a motivated organism, that is, an organism which will respond under the circumstances specified. Without this control, only accidental contingencies of the environment operate. In the drive reduction theory, reinforcement is said to reduce drive stimuli, or satisfy a need. A behavior which isn't followed by a reinforcer will decrease in probability, whether things are planned that way or not.[35]

Premack Principle states, "any response 'A' will reinforce 'B' only if, the dependent of 'A' is greater than 'B'". A high probability must be contingent upon a low probability.[36]

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[34] G. George Blair. "Closed Circuit T.V." South Carolina ETV Network.

[35] National Society for Programmed Instruction. "Contingency Management & Motivation. Westinghouse Learning Corp., New Mexico, Sept. 1965.

[36] Roger Addison. "Premack Principle". Westinghouse Learning Corp., New Mexico, 1964.

Systematic Formulation or Reinforcement Theory States:

> First, for the student, there are the rewards attendant upon moving ahead, unit by unit, up to the course's end. Some of these are not particularly strong; they vary with the individual student in their importance; and they are not peculiar to our method. For example, there are the rewards that come from moving into new and sometimes interesting territories; from the discovery of new relations between facts and principles, old or new; and from finding practical applications of laboratory science. But getting ahead is supported in other ways, less conventionally, or at least in greater degree than is common in present-day teaching. It guarantees the privilege of attending a lecture, a demonstration, or a movie. It may give almost complete assurance of a final a, which may in turn guarantee the continuance of a scholarship, admittance to some social group, eligibility to stay in college or engage in sports, or freedom to do other things at the end of the term. Getting ahead is also supported, at almost every step, by signs of respect from one's classmates, the approval of one's proctor, or a work of congratulation from an assistant or the instructor--all of which are common in the system.[37]

C.)State Agency Assistance - Title III, ESEA, in Columbus, Ohio

Representatives Dr. Working and Bill Phillips were very helpful in assisting us with information leading to final completion of the proposal. Their guidance and suggestions in design and construction of the project improved the work of the proposal. Many outside books helped us with facts to support our ideas.

D.)What funds are expected to provide for the individuals or groups to be served while the program is in operation.

Pre-Planning Stage	1967 and 1968 - EHOVE Board Financed	$8000.00
	Develop the program and work with our teachers	
	Project director (temporary) Travel, miscellaneous expenses,	$ 800.00
	NDEA Title III Equipment	$2000.00

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[37] Dr. Fred Keller, "Neglected Rewards in the Educational Process" Arizona State University 1966.

Working Stage

1. Local monies to provide staff and temporary director, teachers, equipment, building, heat, lights, utilities, maintenance & janitorial service.

2. Independent Resource Center - first year (Budgeted) $35,000.00

3. Applied for other monies from:
   a.) Foundations & Corporations
   b.) NDEA Title III
   c.) Michigan-Ohio Regional Education Lab
   d.) NDEA Title VII
   e.) Vocational Act of 1963

E.) Describe what the funds are expected to provide for the individuals or groups to be served while the program is in operation.

The detailed plans for the selected interrelated innovations, developed in this initial project are intended to serve as the basis for proposals and applications for federal, state and private funds for the establishment and operation of these programs. The particular guidelines as established in the narrative portion of the application were an asset in complete thinking of our total curriculum planning.

It is expected that several of these interrelated programs may be classified "truely innovative". The federal money will assist us in planning and putting into operation many ideas we normally would not be able to accomplish. Bringing the teachers in August and on Saturdays during the year for in-service training on our correlated curriculum will provide a tremendous advantage for our project. The consultants that we are able to hire will assist us during August and through the school year. The consultants will visit classes and make provisions for continuing evaluation.

F.) The EHOVE Board of Education plans to maintain any equipment purchases and provide the necessary professional help to continue our innovations and develop new programs.

G.) Describe the services and activities related to the proposed program that have been supported by public funds over the past three years.

1. The voters of fourteen school districts approved a $2,900,000. (1.95 mills - building and operation) for a joint vocational school. In September the Ohio State School Board added to this amount $1,732,536.63 from the Vocational Act of 1963 monies.

2. The goegraphic area raised in one month $1,100,000. for two year college, a branch of Bowling Green State University (called Firelands Branch). The Board of Regents added $1,200,000. to this amount.

3. The Community Action Committee for Erie and Huron County has received $513,048. for service centers, head start programs, neighborhood youth corps, and miscellaneous smaller projects. Many of these persons will benefit from EHOVE by the programs we will offer. Many of the buildings and equipment have been "in kind" to be used by the CAC at their discretion.

4. The EHOVE Board of Education has taken steps to assure the district that our school is the finest in Ohio. In 1967 it appropriated $4000. for consultant help and has appropriated $4000. for 1968. The EHOVE Board feels that $8,000. will provide the necessary professional personnel to develop a rationale for planning, designing and implementation of our curriculum.

5. The federal monies will be needed for our ambitious project and will be used to supplement rather than supplant the financial support already available.
Our district has voted 1.25 mills for five years, beginning 1967 for operation of our school.
The EHOVE Board of Education and administrators will review and evaluate all Title III programs after three years of planning, and operating the innovations. If it were decided to continue the total Title III program, it would cost a minimal sum because so much equipment, experience and inservice will have been accumulated during the previous years of the project.

2

H. Participation of Non Public School Children

Our application to the State Board of Education for a Joint Vocational School included an item on accessibility. The statement was for all schools not participating in the EHOVE district, to be included in the program. Non-participating students will be charged a service fee and admitted as long as space is available to them (both public and non public).

We have one Catholic High School in our district and the administrators of the diocese and the school are looking forward to participation by their students who will most likely profit from the innovations.

The other non public and public school will profit in the following ways:

1. They will be on our mailing list and receive copies of all reports and complete models.
2. They will be invited to visit the school for observation or to participate in special conferences held by school officials.
3. They will have the opportunity to use or borrow our equipment, under the direction of our project staff.
4. They will continually be on our advisory committees for suggestions on facilities, equipment and curriculum.

EVALUATION

A.) Modern concepts of evaluation veer sharply from the traditional idea to judge. Evaluation is seen less now as a judgmental device than it is as a decision-making device. Since there are many decisions to be made, there are many kinds of evaluations that must be made. We will be making two kinds of evaluation, they are:

1. Process Evaluation - the collecting of raw data to make the necessary future decisions reasonable and foolproof.
2. Product Evaluation - A solution to a problem is found. (we know the outcomes on the basis of the data).

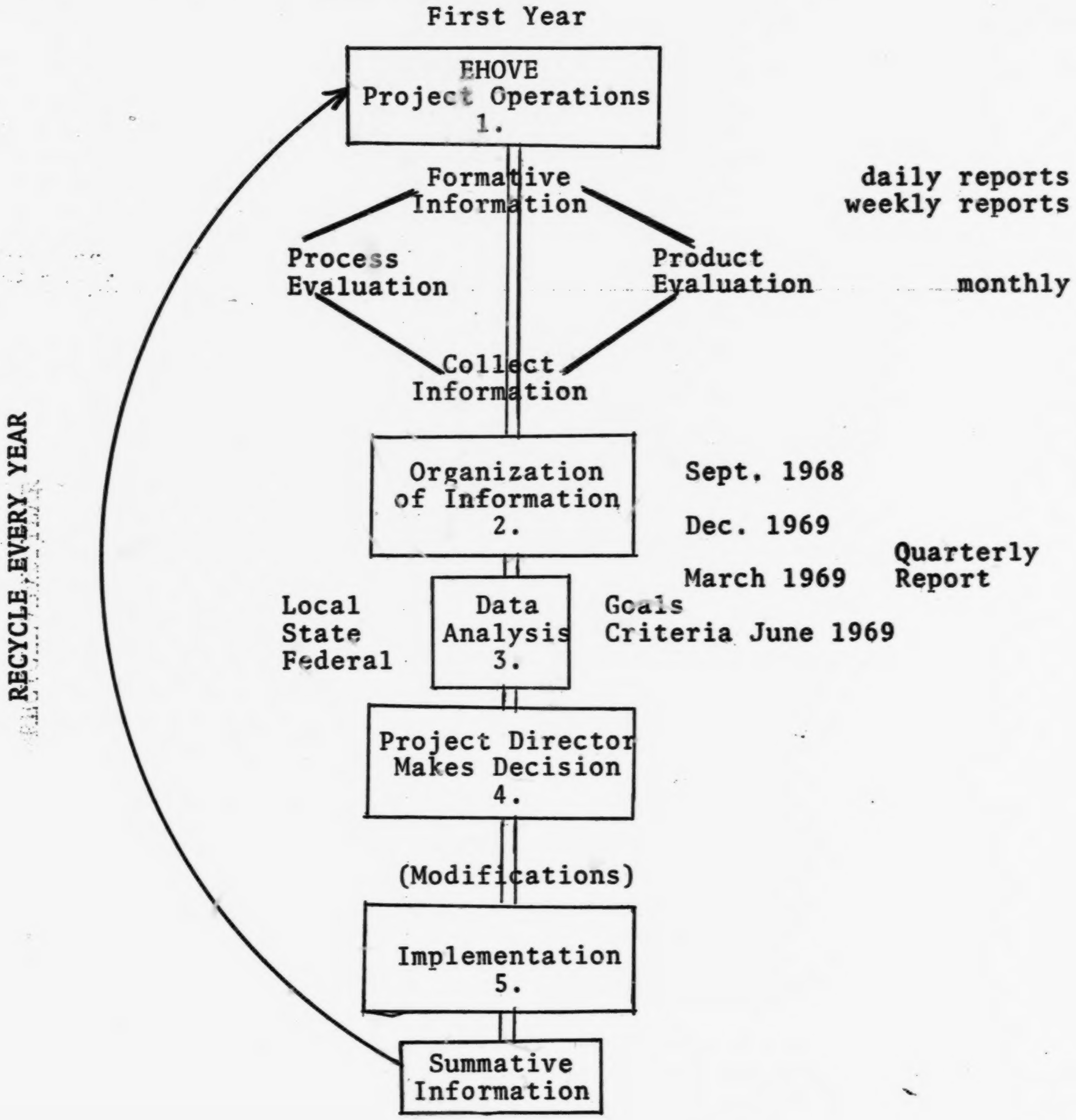
The above studies will be grouped according to information:

1. Formative - immediate feedback or on-going evaluation, carried on while the project is underway.
2. Summative - a final report, designed to measure how effective the project accomplished its goal.

The project director would utilize the reports of the process and product evaluation to make a go, no-go, or recycle decision about the project.

The following Paradigm illustrates our design steps:

#1 A Paradigm Illustrating Evaluation Design[38]


First Year
EHOVE
Project Operations
1.
Formative
Information
daily reports
weekly reports
Process
Evaluation
Product
Evaluation
monthly
Collect
Information
RECYCLE EVERY YEAR
Organization
of Information
2.
Sept. 1968
Dec. 1969
March 1969
Quarterly
Report
Local
State
Federal
Data
Analysis
3.
Goals
Criteria June 1969
Project Director
Makes Decision
4.
(Modifications)
Implementation
5.
Summative
Information

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[38] Daniel L. Stufflebeam, "Evaluation Under Title I of ESEA of 1965" An address at an Evaluation Conference, Michigan State Department of Education, Detroit, Mich. 1966.

B.) The evaluation of the multi-purpose project will be based on the objectives and stated in terms of measurable behaviors and in turn will be reviewed by our consultants, regional labs and State Department of Education. The following is a description of the instruments to be used in quantitative evaluations:

1. Standardized Tests, Questionaires, conferences, interviews.
2. Teacher made tests and subjective judgements.
3. Observations of teacher performance.
4. Logs and records kept by staff members.
5. Opinion and attitudes surveys.
6. Statistical records of use, attendance, etc.
7. Judgments by objective consultants.
8. Teacher judgment of student performance.
9. Empirical observation of behavioral phenomena.
10. CCTV to evaluate good teaching.
11. Student reactions.

Process type of Evaluative Criteria will be used as:

Design

Is the project innovative, using the definition in the first section?
Are needs identified and priorities established?
Is the project concerned with something important?
Does proposal reflect familiarity with literature?
Are objectives systematically related to procedures and operation?
Does the overall project "hang together"?

Procedures

Are the procedures for carrying out the project appropriate for its scope and size?
To what extent, and how, is evaluation planned for the project?
Area adequate plans included for use of outside resources, including consultants?

Operation

Is staff adequate to carry on day-to-day activities?
Is budget adequate?
Are facilities adequate?
Is the project being effectively administered?

Results

What are likely results (in the proposal stage)?

What are the actual results (in midstream; when ended)?

Did actual results follow reasonable well the projected results?

Diffusion

Are some plans for diffusion outlined in the initial proposal?

Have plans for diffusion developed as the project continued?

Do plans for diffusion seem appropriate for the activity?

If demonstration is appropriate to the project, is it soundly conceived and executed?

C.) Evaluation will be made on the following types of Innovations.

1. Inquiry

   a.) to develop a correlated curriculum developed around the world of work involving the academic, vocational and guidance areas.

   b.) to develop a systematic plan for developing program instruction materials in reading and machine trades, using the Contingency Management System.

2. Invention

   a.) to determine how much curricula needs to be modified so as to function most effectively through large and small group instruction and individualized study.

   b.) to present to the local students a guidance program in occupational opportunities. This will involve a mobil lab, filmstrip loops, transition to the vocational school and validity of the multi-factor criteria selection and placement.

   c.) to apply closed circuit television to the training of dental assistants.

   d.) to use the systems approach in special in-service programs for our teachers.

3. Demonstration

a.) to provide working models of our innovations to any educators or lay persons that request the information.

b.) to provide instruction in a wide variety of reading skills by a communications lab.

c.) to provide team teaching for effective ways of utilizing the staff and facilities.

D.) Estimated Costs for Evaluation Purposes

1. Materials and instruments			$ 500.00	
2. Consultants (1/4 of their work			1300.00	
Ohio University	$500.	Total		$1800.00
B.G.S.U.	250.			
Westinghouse	400.			
Miscellaneous	150.			

E.) Major Areas to be Evaluated

1. Correlated Curriculum

Extensive evaluation reveals far more than the appraisal of pupil achievement. It involves a ferreting of the strength and weaknesses of the school program, the community and the home. This knowledge provides guidance for a course of action to attain desired goals. The selection of survival needs, goals, techniques, and methods are all closely determined by careful evaluation. Evaluation of the learner, learning experiences and learning situations is constantly being made throughout all of the instructional steps. We will attempt to evaluate the correlated curriculum by the following:

1. Is it vital to the instructional process?
2. Is it continuous?
3. Does it determine what should be taught?
4. Is it a process shared by the pupil, teacher and community?
5. Does it center about the learner, his achievement, his needs, and how these needs are to be met?
6. Are the outcomes stated in terms of behavior?

We are looking for the attainment of so-called intangibles such as cooperative behavior, critical thinking, intellectual independence and humility.

2. Team Teaching, Large & Small Group Instruction and Independent Study

The four techniques of organizing the students is for potential improvements in the quality of teaching and what pupils learn. The following is our approach to evaluating our program in reference to the quality of teaching:

a.) Are the purposes of large group instruction being realized?
b.) Are the materials presented by the teacher readily available? Are they being used?
c.) Are assignments, the evaluation for the students?
d.) Did the teacher present the information accurately, and under proper conditions?
e.) What happens to students in independent study?
f.) Are we providing instruction in the independent work areas? (workrooms, labs, resource centers)
g.) How well are teachers playing their roles in small-group discussions? (15 or less in each group)
h.) How many times did a teacher raise a question or problem rather than dominate the discussion?
i.) Did the teacher summarize the discussion for logical reasonings and understnadings?
j.) What are the "conditions of learning"? Is the teacher providing quantity and quality type teaching?

The following is our approach to evaluate the quality of pupil learning:

a.) Have we helped the student to express himself in small group discussions?
b.) We are evaluating speaking effectiveness and listening skills? Are they using the communications lab?
c.) Have we improved the inter-personal relations among the students? When have you tried the Sociometry?
d.) Has team teaching helped students acquire the essential facts, concepts, and skills for the particular subject?
e.) Have we shown students how to use programed materials?
f.) Has the team developed a set of criteria to judge the effectiveness of individual efforts? Such as perceives things to do, personalizes learning, exercises self discipline, makes use of human resources, makes use of material resources, produces results, etc.
g.) Has the student accumulated a series of judgments and comments revealing changes in his performance?
h.) Has the staff made judgements on pupil achievements? Is this judgement based on the teacher's experience?
i.) Is their a tally to show positively how the student improved? (like number of books read)
j.) Has the student increased his writing ability?

Fred Kerlinger's analysis, and interpretations of simple evaluative techniques implies the lack of concern for more complex undertakings.[39]

3. Close Circuit T.V.

The planning committee of teachers and an expert in teaching by T.V. will select subject matter, organize content, and determine teaching techniques and instructional devices. The group will be interested in knowing how the lessions are being received, how they are utilized, and how they can be improved. We will evaluate CCTV by answering questions on attitudes and functions. The answers to these questions constitute a practical basis for judgment and workable criteria for effective evaluation. The following questions will be asked:

Teacher reactions:

1. Have I created a climate favorable to television?
2. Did I prepare each class properly for intelligent viewing?
3. Did I take the time to clear up misunderstandings, answer questions and give individual help?
4. Have I made full use of the television lessions by discussions, participating in activities, making assignments and administering tests?
5. Did the teacher set an improper example by doing clerical work during the TV period?
6. Did the lesson stimulate further learning activity?

Students Reactions:

1. Was the lesson too difficult or too elementary?
2. Was the pacing of the presentation too fast, too slow, or just right?
3. Were directions and explanations clear and precise?
4. Did the students participate in the lesson?
5. Did the students evaluate their own mistakes as shown on the T.V.?

4. Communications Lab

Since the primary objective is to improve reading and communication skills, the evaluation procedures will measure individual progress in improvement of comprehension skills, vocabulary, reading skills, reading rate and independent study.

A battery of tests will be devised to measure adequately student progress.

These procedures will include the following:

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[39] Fred Kerlinger • Foundations of Behavorial Research • New York; Holt, Rinehart and Winston, Inc. 1964.

a.) Before and after testing the standard test instruments will be used?
   1. STEP Reading and Writing Test
   2. Gilmore Oral Reading Test
   3. Gray Oral Reading Test
   4. Speed Reading Test

b.) Self Evaluation - checking devices such as:
   1. Readers inventory (EDL)
   2. Work Clue Test (EDL)
   3. Reading Versatility Test (EDL)
   4. Teacher made tests and evaluation
   5. Tape and evaluation of oral reading habits
   6. Self evaluation of progress in reading and written language skills

c.) Subjective judgment of teacher in periodic use of the project as a teaching instrument.

d.) Can we develop the programed instruction project to assist in evaluating the independent study?

5. Program Instruction

The staff will study and make recommendations by evaluating the following:*

1. Do our teachers have the ability to use the techniques?
2. Can we install this technique in our school?
3. What in-service training is needed? When? How? Who?
4. How do we test the full implications of the technique?
5. What modifications are needed in testing, design and motivation systems?
6. Can we persuade Ohio State University to sell or rent their Language Retrieval Unit? If not, maybe they will give us the set of plans so our electronics class can build two or three units. This unit is a modification of a teletype unit and only three exists in U.S.

* Westinghouse Learning Corporation will assist in the research and development stages.

6. Guidance Programs

Our Council of Guidance Counselors are still designing the evaluation of our guidance area, with the assistance of a consultant.

The following instruments have already been descussed:

a.) Mobile Unit
   1. Have advanced materials been prepared for students and the staff at the home school?
   2. Have parents had a chance to visit and ask questions about the mobile lab?
   3. [illegible] plan for it?

3. Have schedules been arranged far enough in advance so the schools, parents and students can plan for it?
4. Do all the schools have provisions for connecting a 220 volt electrical line to the mobile unit?
5. How many students can be handled by the counselors in one day?
6. Will the community and consultants get a chance to observe the counselors working with the students?
7. Can we effectively use the mobile unit after school hours?
8. What provisions are being made for feedback from the local administrators and students to EHOVE?
9. Can the Vocational REhabilitation Unit use the bus for their purposes?
10. Can we have special days at each school, concentrating all materials in one area? Like Agriculture, Business, Home Economics etc.
11. What follow up counseling services will be done the remainder of the year within each school?
12. Can the mobile unit be used in improving the counselors skills and greater understanding of vocational education?
13. How effectively can we use T.V. tape recordings, film strip loops, microfilm? These media will be produced using our local industry, EHOVE staff and consultants.
14. Is there other media that eventually do a more complete job?
15. What types of testing should we use in evaluating the effect of the mobile unit on the students? (questionnaires, interviews, counselors reaction, control group approach, value of the G.A.T.B., attitude and interests tests, computer evaluation)
16. Are we succeeding when students start saying, they like this, they don't like that? In other words are we beginning to change attitude?
17. Can the State Department of Guidance and Testing utilize the mobile bus unit effectively? For what purposes?

b.) Transition from a home school to a vocational school.
   1. Is there a way to evaluate this problem?
   2. How do we overcome "homesickness" or "girl-sickness"?
   3. Must we build confidence in the students?
   4. Will EHOVE eventually sell themselves?
   5. Maybe this area is not a big problem? If so what are the recommendations?
   6. Can the students themselves help us in solving this problem?

c.) Validity of multi-factor criteria in selection and placement students
    1. Will this procedure be valid 3, 4 or 5 years from now?
    2. Did our tests predict success in the future?
    3. How can we set up procedures to get the necessary information in four or five years?
    4. Should we recall all students to EHOVE for a "Alumi Review Day"? Or should we visit each graduate or send them a questionnaire?

7. Providing working Models for the Community

    a.) The success will be judged on the contribution each model can make to each school.
    b.) Has the models and necessary information been disseminated?
    c.) In disseminating the models have we made helpful and understand friends or critics?
    d.) Has Title III accomplished part of its goal by reaching outside the school and joining the planners from varied and sundry fields?
    e.) Will our teachers want to show their models to the community? That is, maybe thru T.V. tapes the community might get the wrong impression.
    f.) Will brochures be made available for all to see what we are doing?

DISSEMINATION

To insure that significant information desired from the project will be disseminated to staff, lay persons, other local, state and federal educational systems, the following activities are anticipated:

A. Demonstration

1. A visitation program for interested persons to come and see what is going on. We will conduct two special days per year for demonstrating our innovations. Other days can be so arranged by an appointment.

B. Professional Publication

1. A monthly newsletter released from EHOVE will be sent to Ohio Vocational Association, American Vocational Association, State Department of Education, Ohio Education, Ohio Education Association for distribution.

2. The newsletter will also be sent to all vocational schools in Ohio, those that have assisted in our project and all other schools interested in receiving the literature.

3. Certain departments of the State Department of Education who are interested in our project--Instructional Materials Department, Department of Guidance and Testing, Department of Libraries and Department of Vocational Education will also be on our mailing list.

4. The newsletter will be part of the distribution to local public and parochial schools and leaders of the community.

C. News Media

Articles will be written for newspapers, magazines and radio stations. We already have had numerous articles pertaining to the proposed project.

D. Lecturing and Making Reports at Conventions

1. Our staff will be prepared to spread the work locally about our activities through lecturing. In one year we have made 175 presentations to small and large groups or clubs.

2. We hope to be a part of the program for next year at the Ohio State Vocational Convention, Ohio State Guidance Counselors meeting, the State Supervisors meeting and the State Leadership Conference.

E. Agencies, Co-ops, Labs for Distribution

The newsletter, individual project units and final reports will be distributed to:

1. Ohio State Department of Education

2. Michigan-Ohio Regional Lab - we are included in their Resource Bank Coding Scheme for national distribution.

3. Clearinghouse for Educational Research Information (ERIC). on Vocational Education is Dr. Taylor at Ohio State University.

4. IDEA Materials Dissemination Center

5. Sutherland Education Committee, Sutherland, England

6. Wiltshire Programmed Learning Unit, Wiltshire, England
7. National Society for Programmed Instruction
8. American Society for Training and Development

F. Audio-Visuals Source of Distribution

1. We will develop our innovations on TV tape and filmstrip loops for distribution (on a loan basis).

2. We will use the video-tape recorder and filmstrip loops to demonstrate our innovations. These will be used at conferences and workshops.

3. Brochures will be printed for distribution explaining our program. This will be followed by a final report explaining our efforts in one year.

G. Colleges and Universities on Our Mailing List

Bowling Green State University
Cornell University
Georgia Institution of Technology
University of Michigan
Buffalo University
Kent State University
Marquette University
University of Minnesota
University of Nebraska
New York University
Ohio State University
Ohio University
University of Pittsburg
University of Rochester
St. Louis University
University of Southern California
Toledo State University
Temple University
University of Texas
Trenton State College
Tufts University
University of Washington
Western Reserve University
King's College
University of Pennsylvania

H. Miscellaneous Groups on Our Mailing List

1. American Society for Training and Development
2. Hemphill Schools, Los Angeles, California
3. National Association of Secondary Schools
4. National Institute of Education
5. Scholastic Magazines, Inc.
6. National Society for Programmed Instruction
7. Phi Delta Kappan
8. Journal of Teacher Education
9. American Council on Education
10. American Technical Society

I. The following charts will explain professional personnel qualifications, experience and training:

QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Positions and Qualifications	Description of Major Duties	Salaries	Comparable to Area	Length of Service	Percent Involvement
1. Project Director a. Minimum-Masters Training-administration and supervision b. Knowledge of educational innovation and research. c. Skill in working with staff and public. d. Familiarity with government procedures. e. Willingness to work long hours.	1. Coordinates all aspects of the program. 2. Sets up schedules, responsibilities, and call meetings for all personnel. 3. Develops, designs, manages studies, field tests, analysis and evaluates. 4. Develops mailing lists for dissemination. 5. Edits and write all releases. 6. Prepares periodic reports and final evaluation for the government. 7. Prepares for a continuation grant in March 1969 and 1970. 8. Coordinates all activities of the consultants.	$13,000	$12,000 to 14,000	One Year	100%
2. Assistant Director a. Minimum-Masters Training-administration and supervision. b. Some background in innovations and research. c. Skill in working with people. d. Familiarity with government procedures.	1. Carries out duties as assigned to him by the director. 2. Is able to take over in the absence of the director. 3. Manages all studies and provides a link between projects. 4. Assists in writing for dissemination. 5. Translates objectives of a program into operational terms. 6. Coordinates all academic functions.	$12,000	$11,000 to $13,000	One Year	50%

QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Positions and Qualifications	Description of Major Duties	Salaries	Comparable to Area	Length of Service	Percent Involvement
2. Assistant Director cont'd	7. Determines the kinds of evidence that will indicate progress. 8. Summarizes the data and draw inferences. 9. Makes recommendations on all aspects of the project.				
3. Vocational Director a. Minimum-Masters Training - Supervision b. Vocational Background c. Skill in working with people. d. Innovative minded.	1. Coordinates all work in relation to the vocational areas. 2. Prepares daily progress of projects. 3. Maintains close relationship with the State Department of Vocational Education. 4. Encourages teachers, especially when they are "low". 5. Prepares reports on periodic evaluation. (develops feedback) 6. Prepares articles for dissemination.	$12,000	$11,000 to 14,000	One Year	12 1/2%
4. Supervisor of Pupil Services a. Minimum-Masters in Counseling b. Sound background in needs of youth. c. Experience in testing and evaluation. d. Ability to get along with students.	1. Plans, supervises and coordinates a testing program. 2. Executes an effective program of diagnosis and guidance. 3. Suggests appropriate modification in the project. 4. Prepares reports on periodic evaluation. 5. Prepares articles for dissemination.	$12,000	$11,000 to 13,000	One Year	25%

QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Positions and Qualifications	Description of Major Duties	Salaries	Comparable to Area	Length of Service	Percent Involvement
5. Supervisor of Trades and Industry a. Minimum-Working towards Masters Training-Vocational b. Skill in working with people. c. Ability to set his field in relation to other fields. d. Innovative minded.	1. Coordinates activities in the Trades and Industrial area. 2. Assists in gathering all data and records. 3. Keeps a close watch on all aspects of the program. 4. Prepares reports on periodic evaluation. 5. Prepares articles for dissemination.	$12,000	$11,000 to 13,000	One Year	25%
Consultants					
Dr. Albert Shuster	Coordinates the efforts towards correlated curriculum - team teaching.	$100/day		One Year	17 days
Dr. Milton Ploghoff	Develops the social studies area involving induction, conception and multi-media approaches.	$100/day		One Year	10 days
Dr. Don Leighty	Develops the English area using the new approaches in correlated subject matter.	$100/day		One Year	10 days
Dr. Charles Hayden	Develops and coordinates the Guidance	$100/day		One Year	10 days
Al Whitfield and Don Horseman	Westinghouse Learning Corporation. They will coordinate systems and course design in CCTV, filmstrip loops, program instruction and research.	$100/day		One Year	12 days
Consultants (other)	Assistance in group processes and Vocational Education.	$100/day		One Year	10 days

EXPERIENCE OF PROFESSIONAL PERSONNEL (EHOVE STAFF)

Persons and Positions	Degrees	Qualifications & Experience	Employment Status
Project Director		To be selected if project is funded.	
Assistant Director (also temporary director) Phil Seker	B.S. - 1954 B.G.S.U. M.E. - 1955 B.G.S.U. Post Graduate B.G.S.U.	One year - Bowling Green State University Four years - Science - Perrysburg, Ohio Six years - Science and Administration, Maumee Valley Country Day School Three years - Secondary Supervisor-Erie County Schools	Full time currently Supervisor of Academics and Special Service
Vocational Director (to be hired)	B.S. M.E.	Resigned January 1, 1967	Full time currently ---- Director of the Vocational Schoo
Supervisor of Pupil Services	B.S. - 1942 Purdue M.A. - 1962 Ohio State (guidance)	One year - Teacher - Agri. & Biology. Churubusco, Ind. Nineteen years - Teacher - Agri. & Biology, Berlin-Milan Two years - Teacher - Chem., Phy. Sci. - Western Reserve Three years - Director of Guidance	Full time currently Supervisor of Guidance and Counseling
Supervisor of Trades and Industry Leo Boron	B.S. - 1961 Kent State M.E. - Working towards it	Two years - Machine Trades - Clearview High Four years - Machine Trades - Alliance High Five years - Apprenticeship in Adult Education	Full time currently ---- Supervisor of T & I.

EXPERIENCE OF PROFESSIONAL PERSONNEL (CONSULTANTS)

Persons and Positions	Degrees	Qualifications & Experience	Employment Stat
eam-Teaching Coordinator r. Albert Shuster	A.B. - 1943 Lynchburg Col M.A.-1946 Peabody Col. Ed.D-1955 Univ. of Virginia	Teacher, principal and curriculum director Lecturer - Albermarle County, Virginia Professor - Coordinator of Curriculum and Instruction, Center for Educational Research and Service Ohio University - since 1955 Publications - Leadership through Elementary School Administration and Supervision. - The Emerging Elementary Curriculum.	Part time financed by the board. 1967 to August 1968. ------ Part time if project is funded. 1968-6
ocial Studies . Milton Ploghoft	B.S. - N.W. Missouri State M.S.-Drake Univ. Ed.D-Uni. of Nebraska Post Doctoral Uni. of Minn. & Uni. of Missouri	Twelve years - Teacher, principal, supervisor 5 years-Professor-Associate Uni. of Nebraska Director of Center for International Programs Ohio University Administrator-Ohio Univ. Project-Kano, Nigeria 1962-1964 Professor of Educ.-Ohio Uni.	Part time financed by the board. 1967-68 -------- Part time if project is funded. 1968-69
English . Donald Leighty	Ed. D-Toledo Univ.	Information not available at this time	Part time financed by the board. 1967-68 -------- Part time if project is funded. 1968-69
Guidance & Testing . Charles Hayden	B.S. M.E. Ph.D. Psychology Ohio State University	Teacher in elementary, high school, undergraduate, and graduate levels. Ferris College-counseling students contemplating transfer into Technical & Vocational Education Visiting Professor to Ohio State Uni. & Drake University Director of Vocational Guidance Seminars-B.G.S.U. Presently-Assistant Professor B.G.S.U. Also, doing research in the area of Educational Occupational Information	Part time financed by the board. 1967-6 ----------- Part time if project is funded.

Westinghouse Learning Corp. Al Whitfield	B.S.-1953 Chem.-Morehouse M.S.-1961 Sci. Union College M.S.-Industrial Adm.-Carnegie-Mellon Uni. 25 semester hours on Educational Psychology-Atlantic Uni. & Albany N.Y.	1956-64-High School Teacher - New York Adult Education-6 years New York Marketing Representative Xerox Corp.(micro films) 1967-78-Educational Project Analyst-Westinghouse Corp.	Part time financed by the board 1967-68. ------------- Part time if th projedt is funded.
Don Horseman	Industrial Engineering Iowa State B.S.-1951 M.S.-Adult Educ. 1956-Drake Univ. Doctoral Program in Educational Communications Indiana U.	Director of Research & Development-Chicago Amer. Society of Clinical Pathologists (multi-media publishing program) Editor-in-Chief & Director of Instruction McGraw-Hill Book Co. $30,000,000 per year. Director of film library and Graphics-New York State Dept. of Education Administrative Ass't.-Audio Visual Center-Ind. U. 200 full time employees Ass't. Director-Adult Educ. Des Moines. Psychological Testing-U.S. Air Force-Strategic Air Command. Presently-Manager of [illegible] Systems & Course design in instructional problems. Publications Effective Teaching, Our Common Goal, 1958. Teaching Machines & Programed Instruction 1960 Effects of Title III in New York State 1961. Implications of Dial Access Retrieval Systems 1966. Telelecture System - A New Dimension 1966.	

FACILITIES, EQUIPMENT & MATERIALS

A. Describe the Location and Nature of Facilities

The EHOVE District consists of schools in Erie, Huron and Ottawa Counties in North Central, Ohio, approximately 60 miles west of Cleveland. The schools in Erie County are: Berlin-Milan, Huron, Kelleys Island, Margaretta, Perkins and Vermilion; Huron County are: Monroeville, Norwalk, Norwalk St. Paul, South Central and Western Reserve; Ottawa County is Danbury. These communities encompass an area of roughly 640 square miles and a population of approximately 150,000. The enrollment in public schools is 21,616 (Oct. 1967) and parochial 2200 (952 in high school). The average per-pupil expenditure is $362.00. The percent of high school graduates not entering college for a B.S. degree - 72% (1967 figures) and the percent of high school dropouts - 24% (survey-Aug. 1967). The median family income is $6106.00 (1960 Census). The community is 11% rural, 41% rural non-farm and 47% urban.

The site is located near the geographic population and transportation centers, route #250 and the Ohio Turnpike. The farm land that was purchased is 72.5 acres, of which 30 acres will be developed for buildings and 42 acres for farming. Water will be provided by the Erie County Commissioners. The six buildings total 140,000 square miles, will be built in two phases. Bids were received and awarded Oct. 25, 1967 for the first phase, three buildings. They are:

General Trades - Weinstein Construction Co.	$1,149,400.00
Plumbing - Nova Co., Inc.	244,567.00
Heating & Ventilation - Nova Co., Inc.	478,658.00
Electrical - Diamond "S"	335.868.00
	$2,208,493.00

The second phase bids will be received in January or February of 1968. All buildings other than the greenhouse shall be of construction as follows:

1. Footings of pure reinforced concrete.
2. Exterior walls above grade of concrete masonry units with fact brick exterior. Interior walls in finished areas of plaster on concrete masonry units or plaster on steel studs.
3. Floors of concrete slab on ground with temperature reinforcing finished with vinyl asbestos tile in some areas.

4. Construction in unfinished areas exposed concrete masonry units.
5. Ceilings where finished are of lay-in acoustic tile.
6. Roof construction of metal deck or precast insulating concrete slabs supported on steel with rigid insulation and built-up roofing.
7. Heating using gas for fuel with localized roof mounted units. Cooling in Commons, Administration, Home Economics, Cosmetology, Health and Business from roof mounted package units or room units.
8. Lighting throughout with fluorescent fixtures.

B.) Need for New Equipment and Materials

Schools throughout the country are caught in the midst of a technological revolution, which is producing a plethora of gadgetry and hardware. No school can afford to ignore totally or to purchase indiscriminately such devices which can ultimately have significant impact on education. Instead, it seems wisest for certain schools with experience in the use of technology to undertake pilot studies, and field studies of such equipment so that their local district and other schools in the area can evaluate such devices under field conditions.

This project envisions not the indiscriminate stock-piling of large quantities of hardware through the use of federal funds but instead the systematic study and evaluation of individual items for such field testing by teachers, students and consultants which may later be purchased by other school districts. Such a systematic study, as illustrated in #2 Paradigm, will move through the following stages:

1. Planning year - 1968-69

   Program planning with consultants, teachrs, and community; purchase of materials for study & review by our team; development of some materials for our use to evaluate, in-service training of our teachers; development of a system of group processes - learning to get along with; planning of visitations and workshops for our staff; some hardware items will be purchased to assist in the developing of the basic objectives of the project and developing a plan of orientation of students.

2. First-Operational - 1969-70 - Implementation

   Our first full year of operation we will concentrate on teacher trials of the multi-purpose project and refining the operation as outlined by the results of the planning year study. In addition, the devices which teachers have found are successful in handling the software programs will be placed in the individual pursuit areas to determine how effectively they meet the criteria of ease of operation and durability.

3. Second-Operational Year - 1970-71 - Final Implementation

As in the preceeding years, experimentation, field testing and evaluation, is needed to determine what equipment and materials we can use effectively, how best to organize the staff and students and what new products and models are necessary to develop further.

C.) Specific Justification for Individual Items Follows:

1. Communications Laboratory

The software and hardware materials are needed to develop the needed reading skills, language skills, speech patterns, and presentations in Social Studies. We also will experiment with developing programed instructional materials for the reading part of the lab. This will fit in with our individualized study and assist the facilitation of student usage and to encourage wider participation by other departments in developing individualized materials. Later we will plan to put in oral access, devices for quick retrieval of information.

2. Mobile Counseling Unit

The mobile unit would improve our effectiveness and efficiency of our guidance personnel in the EHOVE district. The unit will be used as a central testing area, to provide career conferences with parents and students, to provide a packaged center for interpretation, placement and registration, to further up-grade counselors and local teachers in vocational education and to be used in job placement in the senior year.

The film strip loops, programed instructional materials, T.V. tapes and possible microfilm can be utilized effectively in the mobile unit. The intent here is to determine whether such equipment can provide resources for student use.

3. Closed Circuit T.V.

The importance of the T.V. camera and video tape recorder is to learn the effective use of this media in the classroom and lab. We need this equipment to provide flexibility and to insure a natural instructional program that can be evaluated effectively. The video tape recorder will provide us with video tapes that will be used in our dissemination of the project and final reports of the multi-purpose proposal.

Summary

The acquisition and use of multi-media is of crucial importance to individualized instruction: to limit the basic requests of equipment would seriously hamper our enthusiastic and ambitious program.

D.) Give Evidence of Efforts to Use Funds From Other Sources to Provide Needed Facilities and Equipment

1. The school district is providing new facilities to incorporate the above equipment such as an independent resource center, large group room, built in facilities for CCTV in the dental lab, facilities built for the communications lab. Vocational Act of 1963 assisted in this building project.
2. The school district is providing $35,000.00 for the independent resource center.
3. Preparation of instructional materials will be built and financed by the school district. This room is 15' x 40' adjacent to the large group room.
4. We have applied for funds from Westinghouse Electric Corporation and will be writing other foundations as soon as the project is fully written.
5. Will be applying for NDEA Title VII monies.
6. We have applied for NDEA Title III monies - maximum for joint vocational schools is $2000.00.
7. Have asked Michigan-Ohio Regional Lab for assistance.

The following chart is a budget summary of the three areas. I have split the cost equally in the academics, guidance and vocational area. This chart is supplementary and can be useful in arriving at the approximate expenditure in each area.

BUDGET SUMMARY OF THREE AREAS

(Approximate)

CLASSIFICATION	EXPENSE CLASSIFICATION	TOTAL EXPENDITURE	ACADEMICS	GUIDANCE	VOCATIONA
100 Administration	Salaries, etc. Items 3,4,6,7,9	$19,986.92	$6662.30	$6662.31	$6662.31
200 Instruction	Salaries - staff 3	13,500.00	4500.00	4500.00	4500.00
	Academic teachers	5,655.00	5655.00		
	Counselors	2,700.00		2700.00	
	Vocational teachers	6,480.00			6480.00
	6 Consultants and Guest lecturers 5	6,000.00	2000.00	2000.00	2000.00
	MATERIALS & SUPPLIES				
	Tests, books, magazines,	3,990.00	1330.00	1330.00	1330.00
	communication lab 6	4,107.00	4107.00		
	TRAVEL 7				
	Teachers	2,019.00	673.00	673.00	673.00
	Consultants	1,140.00	380.00	380.00	380.00
	OTHER EXPENSES 9				
	Dissemination, reports and checks	5,000.00	1666.67	1666.67	1666.66
500 Pupil Transportation	Bus Driver (Mobile) 3 & 9 Maintenance of Bus	715.00		715.00	
600 Operation of Plant	Telephones	300.00	100.00	100.00	100.00
800 Fixed Charges	Teachers 3	5,792.58	1930.86	1930.86	1930.86
	Non-professionals 4	794.50	264.83	264.83	264.84
1230 Capital Outlay	Mobile Lab 8	26,100.00		26,100.00	
	Communications Lab 8	9,102.00	9102.00		
	Closed Circuit TV 8	10,393.00			10,393.00
	TOTALS	$123,775.00	$38,371.66	$49,022.67	$36,380.6

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

Name and Address of Agency	Project Number	Grant Number	State
EHOVE JOINT VOCATIONAL SCHOOL Front and Center Street, Milan, Ohio			Ohio

PART I - EXPENDITURES(other than construction) (Check one) ☒ Proposed budget (attach detail schedules) ☐ Estimated expenditure report ☐ Final expenditure report

Budget Period (mo., day, year) Beg: 6/1/68 End: 5/30/

Expenditure Accounts		EXPENSE CLASSIFICATION							TOTAL	NEGOTIATED
Functional Classification	Acc't No.	Salaries		Contracted Services	Materials and Supplies	Travel	Equipment	Other Expenditures	EXPENDITURES	BUDGET
		Professional	Non-professional							
1	2	3	4	5	6	7	8	9	10	11
1 Administration	100	$13,000.00	$ 4,960.00	$	$194.30	$ 600.00	$++++++++	$1232.62	$19986.92	$
2 Instruction	200	28,335.00		$6,000	$8,097.00	$3,159.00	++++++++	$5000.00	50591.00	
3 Attendance Services	300						++++++++			
4 Health Services	400						++++++++			
5 Pupil Transport Services	500		$315.00				++++++++	$400.00	$715.00	
6 Operation of Plant	600						++++++++	$300.00	$300.00	
7 Maintenance of Plant	700						++++++++			
8 Fixed Charges	800	$5792.58	$794.50				++++++++		$6587.08	
9 Food Services	900						++++++++			
10 Student-Body Activities	1000						++++++++			
11 Community Services	1100						++++++++			
12 Remodeling (if costs total more than $2000 enter in Part II)	1220c						++++++++			
13 Capital outlay (Equipment only)	1230	++++++++++	++++++++++	++++++++++	++++++++++	++++++++++	$45,595.00	+++++++++	$45,595.0	
14 TOTAL		$ 47,127.58	$6,069.50	$ 6000	$ 8,291.30	$3,759.00	$45,595.00	$6,932.62	$123775	$
15 Negotiated Budget		$	$	$	$	$	$	$	++++++++	$

EXPENDITURE ACCOUNT NO. 100 Administration

Expense Class	Functional Classifications	Name and Title Purpose, or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
#3	Salaries	**Professional**					
		Director	1			$13,000.00/yr.	$13,000.00
#4		**Non-Professional**					
		Secretary	1			4,000.00/yr.	4,000.00
		Bookkeeper		1/5		4,800.00/yr.	960.00
#5	Materials and Supplies	Bond paper			10 reams	$1.12	$11.20
		Offset Masters			500 sheets	.08	40.00
		Onion skin paper			2 reams	1.30	2.60
		Carbon paper			3 boxes	3.50	10.50
		Copier (3M) paper			2 boxes	24.00	42.00
		Envelopes					
		4" x 9½"			500 sheets	.01	5.00
		9½" x 12½"			500 sheets	.03	15.00
		Duplicating paper			50 reams	1.00	50.00
		File folders (legal)			4 boxes	4.50	18.00
#7	Travel	Local Travel			1000 miles	$ / .10/mile	$100.00
		Trips to Pittsburg, Penn.		4 trips	1800 miles	[illegible]	$180.00
		Athens		2 trips	800 miles		80.00
		Columbus		4 trips	900 miles		90.00
		Washington		1 trip		2 persons	150.00
#9	Other	Postage stamps			20 rolls	$5.00	$100.00
		Checks, payroll 70 consultants 150 staff 30 misc.			250	.35	87.50
		Checks, purchases			300	$.35/check	$105.00
		Evaluation					500.00
						TOTAL	$19,986.00

EXPENDITURE ACCOUNT NO. 200 - Instruction

Expense Class	Functional Classifica-tions	Name and Title Purpose, or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
#3	Salaries	**Professional**					
		Phil Seker - Assistant Director		½		$12,000	$6,000.00
		Carl Gorman - Vocational Director		1/8		12,000	1,500.00
		Paul Eckler - Supervisor of Guidance		¼		12,000	3,000.00
		Leo Boron - Supervisor of Trades and Industry		¼		12,000	3,000.00
		6½ Academic teachers (29 days each)		188½ days		$30.00/day	5,655.00
		(18) Guidance Counselors (5 days each)		90 days		30.00/day	2,700.00
		(24) vocational teachers		216 days		30.00/day	6,480.00
							$28,335.00
#5	Contracted Services	Dr. Albert Shuster - Team Leader Consultant - Ohio University	(1 day, June - 1 day, July - 2 days, Aug. - 3 days,	8		$100.00	$800.00
		Dr. Leighty - English Consultant Ohio University		10		$100.00	$1000.00
		Dr. Ploghoft - Social Studies Consultant - Ohio University		10		$100.00	$100.00
		Dr. Charles Hayden-Psychologist Consultant - Bowling Green Univ.		10		$100.00	$100,00
		Vocational - Curriculum Consultant		5		$100.00	$500.00
		Don Horseman - Al Whitfield-Consultants-Westinghouse Learning Corp.		12		$100.00	$1200.00
		Guest Lecturers		5		$100.00	$ 500.00
						TOTAL	$34,335.00

XPE[illegible]URE...COUN[illegible]D. [illegible] [illegible]tru[illegible]n

Expense Class	Functional Classifica-tions	Name and Title Purpose, or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
#6	Materials and Supplies	"Dependable Tests in Predicting Success"			600	$1.00	$600.00
		Special Counseling Materials					
		G.A.T.B.			1500	$30.00/1000	45.00
		Interest Survey			1500	10,00/1000	15.00
		Four tests for Selection of Teachers in team-teaching.					
		1.Minnesota Teachers Attitudes			20	$3.00 ea.	60.00
		2.Ryans Characteristics			20	3.00 ea.	60.00
		3.RD - Dogmation Test (Michigan State)			20	3.00 ea.	60.00
		Professional books, magazines, reports etc. for the academics				$100.00/month 12 months	$1200.00
		Transparency materials				50.00/month	600.00
		Drawing and Art Supplies				20.00/month	240.00
		Supply Kit					60.00
		Drawing materials (1 set) Lettering guides			1 set		50.00
		Library Materials for new materials on correlated curriculum, programmed instructions, instructional aids, microfilm materials, TV tapes			Misc.		$1000.00
						TOTAL	$3990.00

EXPENDITURE ACCOUNT NO. 600 Operation of Plant

Expense Class	Functional Classifica- tions	Name and Title Purpose, and Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
			Full	Part			
#9	Other expenses	Telephones and Telegrams					
		Local				12 months	
		Long distance				$25.00/month	$300.00

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class	Functional Classifications	Name and Title Purpose, and Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
#6	Materials and Supplies	Communication Skills Laboratory Readers Guides Filmstrips Checks Flash "X" cards Tapes Books Tests Word clue books Progress charts Magazines 3 boxes - library sets			1 SET		$4107.00
#7	Travel	Local Travel Project Staff			12 months (5 persons 100 mi./per)	.10/mile 5000 miles	$500.00
					5 persons	2 days each $20.00/day	200.00
		Workshops in Aug. and Saturdays Av. 15 miles/person			386 days 37 te./co.	5790 miles @.10	579.00
		Conferences away from the home school (visitations)			1 day 37 teachers	$20.00 per diem	740.00
		Consultants Travel 10 days - Athens, Ohio			5000 miles	.10/mile	500.00
		Lodging			8 days (4 persons)	$20.00/day per diem	640.00
#9	Other	Dissemination, Orientation, Brochures				Artwork and printing	$1500.00
		Local, State and National Reports of Project				Proposal Final Report	$3500.00
						TOTAL	$12,266.00

EXPENDITURE ACCOUNT NO.: [illegible] Pupil Transportation

Expense Cost	Functional Classifications	Name and Title Purpose, and Item	Project Full	Time Part	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
#4	Salaries	Non-Professional Bus Driver - Mobile Unit		45 days		$7.00/day	$315.00
#9	Other	Operation and Maintenance of Mobile Bus			45 days		400.00
						TOTAL	$715.00

Expense Cost	Functional Classifica-tions	Name and Title Purpose, and Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
			Full	Part			
#3	Salary Fringe Benefits	Professional State Teacher's Retirement			$41,414.30	12%	$4,969.72
		Workmen's Compensation			41,414.30	2	822.86
#4		Non-Professional State Employee's Retirement			$ 5,675.00	12%	681.00
		Workmen's Compensation			5,675.00	2	113.50
						TOTAL	$6,587.08

EXPENDITURE ACCOUNT NO. 1230

Expense Cost	Functional Classifications	Name and Title Purpose, and Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
			Full	Part			
#8	Equipment	Mobile Lab			1		$6,000.00
		1.Truck Chassis					
		2.Body Shell Wall Material Electric Wiring Cable & Reel Battery System & Charger plug Mold			1		$10,000.00
		3.Air Conditioning Hot Water H_2O Fan					$2,500.00
		4.Carrels, Tables Tackboard Partition, Panel Shelving Cabinets Water Cooler Blackboard Projection Screen Projectors Acoustical flooring Shades					$7,000.00
		5.Microfilm Reader Printer			2	$200.00	$ 400.00
		6.Microfilm Storage Cabinet					$ 200.00
						TOTAL	$26,100.00

EXPENDITURE ACCOUNT NO. 1230

Expense Cost	Functional Classifications	Name and Title Purpose, and Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
			Full	Part			
#8	Capital Outlay	Communications Skills Lab.					
		Learning Station			18		
		Reader			19		
		Tach "X"			1		
		Skimmers			6		
		Tape Recorders			3	1 set	$9,102.00
		Headsets			18		
		Listening Stations			3		
		Desk			1		
		Projector			1		
		Wall Screen			1		
						TOTAL	$9,102.00

EXPENDITURE ACCOUNT NO. 1230 Capital Outlay

Expense Cost	Functional Classifications	Name and Title Purpose, and Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
			Full	Part			
#8	Equipment	Area Projection Screen - Automatic					
		PRE-700 Camera and Vidiction					
		4:1 Zoom lens					
		9" Monitor					
		Camera Wall Mount					
		Lavalier Microphone					
		Audio Preamplifier					
		Modulator					
		Channel 12 Strip Amplifier					
		Splitters					
		Tapoffs					
		Audio-Visual Outlets					
		Misc. Hardware					
		23" Receivers					
		Receiver Wall Mounts					
		Mobile Center					
		Tripod and Dolly					
		Installation and One Year Service Warranty					
		Video Tape Recorder					
		9" Monitor					
		ADD TO TOTAL PRICE					
		Additional Channel					
						TOTAL	$10,393.00

#2 PARADIGM ILLUSTRATING THE STAGES OF DEMONSTRATING INNOVATIONS IN VOCATIONAL EDUCATION *

	Phase Element		Correlated Curriculum	Instructional	Guidance	Working Models
			English, Social Stud. and vocational	Team teaching, large & small group, individualization, CCTV, Prog. Inst.	Selection & placement Mobile lab, filmstrip loops	To Inform
PLANNING	1967-68	Design &Disseminate	teacher selection inservice training plan of action involve consultants	ordering multi-media materials, systematize components, communicat. lab	develop a guidance policy multi-factorcriteria in selection, plans for the mobile lab, filmstrip loop	To construct a package
	DEVELOPMENT 1968-69		units dev. around the world of work, involve the vocational teachers in plan, inductive & conceptual approaches tried, involve the community to identify common life problems	Develop lesson plans, develop team work, use multi-media materials, develope the plan for programed instruction materials, utilize the commuications lab, develop techniques for CCTV, plan on how to use the resource center	Prepare students, staff, counselors for the use of the mobile lab, Orientation period for the community, develop filmstrip loops on our programs-use local industry in our pictures (5 areas) revise selection proced.	Brochures, reports newsletters, disseminated Speakers, workshops, conferences to inform all Innovations put on T.V. tapes
FIRST CONTINUATION	DIFFUSION 1969-70	Demonstration &Trial	Curriculum guide, refine procedures developed the year before, Use the units developed around the world of work, Involve students in planning, acces operations Incorporate the new instructional techniques, Include economics in the world of work Build conviction	Develop the independ- resource center, How can we use CCTV in other areas? Develop the programed materials, Evaluate the hardware, Study the feasibility of using other media in the center, Can we be prepared for dial retreeval or tape retrieval, Use of microfilm printers & readers	Other uses for the mobile unit-audio-visuals, Develop filmstrip loops in the other 9 areas, can we use the video tapes on vocational occupations? Do we have other ideas on testing our alumni? Revise multi-factor criteria, Are we reaching the 7th and 8th graders?	First year report given out, Workshops, and open house planed for educators How effective are the models in using them at other schools? Are the innovations effective on CCTV? Is their anyone trying our ideas?
SECOND CONTINUATION	ADOPTION 1970-71	Installation	Provide a basis for assessing the quality, value, and utility of the innovation, Do we need more time to evaluate the effectiveness? What new ideas do we continue with next year? Is it feasible to implement or do we modify the existing plan?	To fit the innovations into the total plan. (operationalize) Continue evaluating the programed materials. Put greater emphasis on independent study. Greater use of CCTV in the academic areas. How effectice is team teaching?	How effective is the mobile lab? CAn others use it for guidance? Begin assesing the graduates out on the job & revise the multi-factor criteria in selection & placement. Complete the filmstrip loops in all remaining areas. Can we effectively use microfilming and data processing in vocational counseling?	Complete models for distribution. Those receiving models will be asked evaluate the materials. How can we improve our methods of dissemination?
	INSTITUTIONALIZED		To establish as an intergral and accepted component of our school--not an innovation at this point			
	CONTINUAL EVAL.		Real effectiveness-values, goals, comprehensivenessncontinuity, and valid			

* Based on Guba & Clark's classification schema of processes related to change in education

D. ASSURANCES FOR INTTIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document);

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pusuant to the Regulations of the Department of Health, Education, and Welfare (45CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.

Excerpt of Minutes of the EHOVE Board of Education, EHOVE Joint Vocational School District:

"The Board of Education of EHOVE Joint Vocational School District met in regular session on December 13, 1967, at 7:30 p.m. The following members were present: Hileman, Kuns, Mackiewicz, Ross, Ryder, Siebert, Wonnell.

Dr. Ryder moved, Dr. Siebert seconded the Board authorize Creighton Ghrist to prepare a formal project application for a grant under Title III P.L. 89-10 of the Elementary and Secondary Education Act for demonstrating innovations in vocational education.
Roll call: Dr. Siebert, yes; Dr. Ryder, yes; Mr. Hileman, yes; Mr. Kuns, yes; Mrs. Mackiewicz, yes; Mr. Ross, yes; Mr. Wonnell, yes.

I hereby certify that the foregoing is a true and exact excerpt of the official minutes of the Board of Education of the EHOVE Joint Vocational School District.

____
Bette Gies, Clerk

I, Creighton Ghrist, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto which are hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED December 29, 1967

EHOVE Board of Education
EHOVE Joint Vocational School District
(Legal name of applicant)

By: ______________________________
(Signature of authorized representative
Superintendent of EHOVE J.V.S.D.
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

December 29, 1967	Milan	Ohio
Date	City	State

SIGNATURE OF NOTARY PUBLIC ____________________
DATE NOTARY'S COMMISSION EXPIRES ____________________

APPENDICES

The ERIC Clearinghouse for Vocational and Technical Education has deleted pages from this appendix which are not of a suitable quality to microfiche.

CHARLES A. MOSHER
13TH DISTRICT, OHIO
COUNTIES
ERIE HURON LORAIN MEDINA

HOME: OBERLIN, OHIO

COMMITTEES:
SCIENCE AND ASTRONAUTICS
SUBCOMMITTEE ON SPACE SCIENCES AND APPLICATIONS
SUBCOMMITTEE ON SCIENCE, RESEARCH AND DEVELOPMENT

MERCHANT MARINE AND FISHERIES
SUBCOMMITTEE ON MERCHANT MARINE
SUBCOMMITTEE ON OCEANOGRAPHY
SUBCOMMITTEE ON PANAMA CANAL

GOVERNMENT

Congreſs of the United States
House of Representatives
Washington, D.C.

1128 LONGWORTH BUILDING
WASHINGTON, D.C. 20515
(202) 225-3401

EXECUTIVE SECRETARY
MRS. ZETTE WELCH

DISTRICT OFFICES:
610-611 FEICK BUILDING
158 MARKET STREET, SANDUSKY
PHONE (419) 625-2707
317 EAST 28TH STREET, LORAIN
PHONE (216) 244-1572

December 27, 1967

Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Gentlemen:

We were recently advised by Mr. Phil Seker, Supervisor of Academics and Special Services of the Vocational School District located in Milan, Ohio, in my Congressional District, of their project, "Demonstrating Innovations in Vocational Education".

It is my understanding that they seek a 1968-69 grant in the amount of $125,000 to assist in an effort to develop a program to bring about a better understanding, and more involvement of the academic to the vocational area in the world of work and common life problems.

I have not as yet had an opportunity to fully discuss this project, or objectives with my constituents, and I look forward to that opportunity.

Please accept this letter at this time as an indication of my very real interest in this initiative on the part of Milan's Vocational School District.

If you can give me any status report on the their application, I would appreciate having that information at your earliest convenience. Or, if you find this office can be of any assistance as you review their application, please do not hesitate to be in touch with us.

Sincerely,

Charles A. Mosher

Charles A. Mosher
Representative to Congress

CAM:wem

PHONE (419) 433-5873

Ohio House of Representatives

14TH HOUSE DISTRICT
HURON & PARTS OF ERIE
& SANDUSKY COUNTIES

MRS. ETHEL G. SWANBECK
304 CENTER STREET
HURON, OHIO 44839

COMMITTEES:
EDUCATION
FINANCE
FINANCE SUB-COMMITTEE ON WELFARE,
CHAIRMAN

Columbus
43215

December 15, 1967

Division of Plans & Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Re: EHOVE Joint Vocational School District

To Whom it may concern

Dear Sirs:

This communication to your office is to place my unqualified endorsement on file with your office, and the proper persons who will accept it, endorsing our Federal Proposal.

The Academic-Vocational Curriculum of twenty-one programs in 1968-1969, and twenty-five programs in 1969-1970 includes those subjects developed around basic problems of life. The instructional program, materials and resources fully demonstrate innovations in Vocational Education relative to the project. The education and testing program combined with the mobile unit for guidance and testing, and integrated with the outstanding program for instructional development will give to our students a "correlated curriculum" to the world of work and at the same time demonstrate innovations in Vocational Education.

My endorsement of the Federal Proposal is based upon the great need for vocational education in this Vocational School District. The time is here when vocational education must take its place along with higher education, and this our Vocational School District has aimed to do, so our young men and women may be given the opportunity of training through the exemplary programs and correlated curriculum, that can only be accomplished with the needed Federal Proposal for Vocational Education.

My deepest thanks for your full consideration for this grant.

Sincerely,

Ethel G. Swanbeck

Ethel G. Swanbeck
State Representative

HURON COUNTY
COURT HOUSE
NORWALK, OHIO

12 December 1967

Division of Plans & Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Sirs:

Education opens many doors--to ALL people. It shows them a way of making an awareness of the constructive aids to good living.

We are most fortunate in having a very fine vocational school project - EHOVE (Erie, Huron, Ottowa Counties) and we consider it most worthwhile and a very valuable asset in affording opportunities for many to gain needed knowledge and skills.

Very truly yours,

Board of County Commissioners

COMMUNITY IMPROVEMENT CORPORATION OF OTTAWA COUNTY
PORT CLINTON, OHIO

Port Clinton, Ohio
December 18, 1967

Division of Plans and
Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Dear Sir:

This letter is directed to you to solicit your support and approval of the "Demonstrating Innovations in Vocational Education" at EHOVE Vocational School District, Milan, Ohio.

This type of vocational training is extremely urgent in this area to assist the eastern part of Ottawa County in recovering from the Defense Department phasing out the Erie Army Depot and Erie Proving Ground operations, which were completed on December 31, 1966.

This organization was successful in purchasing the entire 1,260 acres and leasing it to UniRoyal Company for operation and development.

This acreage is now known as the Erie Industrial Park, with several corporations already in operation and negotiations are underway for more industrial tenants.

Skilled help is very scarce in this area and anything that can be done on your part to expedite vocational training will assist this community in recovering from the closing of the former depots.

Very truly yours,

COMMUNITY IMPROVEMENT
CORPORATION OF OTTAWA
COUNTY

L. Heiserman, President

LH:can

CHILDREN'S SERVICES

PUBLIC ASSISTAN

HURON COUNTY
PUBLIC WELFARE DEPARTMENT
P. O. BOX 256
NORWALK, OHIO 44857
PHONES 668-6311 668-7301

GEORGE W. LAWRENCE
DIRECTOR

CHARLES R. FLORY
ASSISTANT DIRECTOR

OFFICES AT
190 BENEDICT AVENUE
NORWALK, OHIO

December 20, 1967

Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue S. W.
Washington, D. C. 20202

Dear Sirs:

Wholehearted support is hereby given to the proposed project whereby the EHOVE Joint Vocational School District plans to "Demonstrate Innovations in Vocational Education".

The current nationwide emphasis on vocational education in an attempt to train and retrain youths and adults to provide them with employable skills is a good step forward in reducing the nation's welfare load.

Sincerely yours,

HURON COUNTY WELFARE DEPARTMENT

Geo. W Lawrence

Geo. W Lawrence
Director

GWL/enf

ERIE-HURON COUNTIES COMMUNITY ACTION PROGRAM
ERIE COUNTY COURT HOUSE
SANDUSKY, OHIO 44870
PHONE (419) 626-4320

BOARD OF TRUSTEES
S. A. ROBINSON, JR., Chairman
ROBERT FISH, Vice Chairman
REV. E. C. HOOVER, Treasurer

EXECUTIVE DIRECTOR
EMERSON E. COLE

December 22, 1967

TO WHOM IT MAY CONCERN:

We of the Erie-Huron Counties Community Action Commission have been in close contact with the E.H.O.V.E. program and the staff there.

In our opinion the vocational school and its concept of preparing its students skill-wise as well as academically is a real break-through for this area The philosophy of self-help and personal motivation is in complete harmony with the goals and philosophy of the Anti-Poverty Program.

The E.H.O.V.E. is a strong ally of the Anti-P Poverty Program and a formidible weapon added to the arsenal to combat the causitive factors of poverty.

We of the Community Action Commission whole hartedly endorse the efforts of E.H.O.V.E. and are proud to be on the same team with men of the foresight and caliber of the E.H.O.V.E. Staff.

Sincerely,

Emerson E. Cole

Emerson E. Cole
Executive Director
Erie-Huron C.A.C.

EEC/pb

ERIE REGIONAL PLANNING COMMISSION
1200 SYCAMORE LINE SANDUSKY, OHIO 44870
PHONE 625-9082

December 19, 1967

Division of Plans & Supplementary Centers
U.S. Office of Education
400 Maryland Ave.
Washington, D.C. 20202

Gentlemen:

As a Director of Erie Regional Planning Commission I would personally like to go on record as approving the proposal of EHOVE Joint Vocational School to "Demonstrate Innovations in Vocational Education" under Title III, P.L. 89-10.

I would like to compliment the EHOVE staff for their initiative they have taken to acquire federal funds. They are indicative of a "striving for excellence" and a willingness to depart from the old-trodden paths to mediocrity. Their interest indicates definitly that EHOVE is willing to consider alternatives to present methods.

This plan demonstrates an understanding of the needs of the creative means for meeting them; such innovations will promote educational growth at varied levels and among diversified groups of citizens.

Sincerely,

H. Mahnami
Director

HM/jlk

Huron County
Ohio State University and
United States Department
of Agriculture Cooperating

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE and HOME ECONOMICS
STATE OF OHIO
Court House

Norwalk, Ohio 44857

County Agent Work
Home Economics Work
4-H Club Work
Phone 662-5251

December 18, 1967

Division of Plans & Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Gentlemen:

I have been asked to comment regarding the Federal project "Demonstrating Innovations in Vocational Education." The Vocational School District for Huron and surrounding counties, called EHOVE, is considering this project.

As I understand from the project outline, it would appear that this program would have merit. Curriculum that is tied to common life problems always excels in terms of student interest, application, and classroom coordination with sugject matter.

I feel that this project should be given consideration in the EHOVE curriculum.

Very truly yours,

John K. Wells

John K. Wells
County Extension Agent
Agriculture

JKW/L

Huron County
Ohio State University and
United States Department
of Agriculture Cooperating

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE and HOME ECONOMICS
STATE OF OHIO
Court House

Norwalk, Ohio 44857

County Agent Work
Home Economics Work
4-H Club Work
Phone 662-5251

December 11, 1967

Division of Plans & Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, South West
Washington, D. C. 20202

Gentlemen:

I have reviewed the project "Demonstrating Innovations in Vocational Education." It appears to be based on sound educational principles and is economically feasible, socially desirable, and backed by well-qualified resource personnel.

The project has my full support and cooperation.

Sincerely,

Carlos F. Tucker

Carlos F. Tucker
County Extension Agent
4-H

CT:rh

EDUCATION--DEMOCRACY'S SAFEGUARD

OFFICE HOURS 8:30 TO 12:00
1:00 TO 4:30
SATURDAY 8:30 TO 12:00

TELEPHONE NUMBER
663-0912

Huron County
Department of Education

RALPH R. BROWN, Superintendent

190 Benedict Avenue
P. O. BOX 29
NORWALK, OHIO
44857

Local Superintendents
ALBERT HOLB, MONROEVILLE
JOSEPH HURLEY, NEW LONDON
GEORGE H. McNEMAR, SOUTH CENTRAL
ELLIS DUNMEYER, WESTERN RESERVE

Coordinators
IVAN E. GOODRICH, ELEMENTARY (PART-TIME)
HILDA OXLEY, ELEMENTARY
GEORGE F. LINN, JR., SECONDARY
S. S. CAMERON, WORK EXPERIENCE

Psychologist
HARRIETTE McNEMAR

Speech Therapists
PATRICIA FREDERICK
MARY ANN BARTHOLOMEW

County Board of Education
RICHARD D. KEEFER, PRESIDENT
R. D. 3, WILLARD
JOHN F. STAPLES, VICE PRESIDENT
R. D. 2, NEW LONDON
HAROLD HEYMAN
R. D. 2, MONROEVILLE
LOVELL U. HILEMAN
R. D. 1, NEW LONDON
RICHARD S. ROSS
R. D. 3, WAKEMAN

ALBERT PEEBLES, NORWALK
ATTENDANCE OFFICER
ANNA C. JONES, NORWALK
CHARLOTTE GOTT, NORWALK
SECRETARIES

December 12, 1967

Superintendent Creighton Ghrist
EHOVE Vocational School District
Milan, Ohio 44846

Dear Mr. Ghrist:

The full support of this office is hereby extended in behalf of the proposed project entitled "Demonstrating Innovations in Vocational Education".

As you know, I have spent much time and energy in the past five years in the planning and activities that resulted in the creation of the EHOVE Vocational District.

The proposed project should be extremely valuable to the boys and girls in the 13 school districts participating in the joint vocational district and to other vocational districts of Ohio.

Sincerely yours,

Ralph R. Brown

Ralph R. Brown
County Superintendent

RRB:aj

OHIO

ERIE COUNTY PUBLIC SCHOOL SYSTEM

BERLIN-MILAN, KELLEYS ISLAND, MARGARETTA, PERKINS, VERMILION

OFFICE OF SUPERINTENDENT • ERIE COUNTY OFFICE BUILDING • SANDUSKY, OHIO 44870
TELEPHONE 419 - 626-9440, EXT. 247 • 1200 SYCAMORE LINE

BOARD OF EDUCATION

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53 West Main Street
Berlin Heights

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69 Portage Drive-Lagoons
Vermilion

MR. ALTO W. MILLER
R. R., Milan

MR. THEODORE KUNS
R. R. 1, Castalia

MRS. R. R. FURRY
418 Marshall Avenue
Sandusky

STAFF

DR. W. E. WEAGLY
Superintendent of Schools

MRS. PAULINE WALLACE
Elementary Coordinator, Supervisor, Grades K-2

MISS JANET GOTTWALD
Supervisor, Grades 3-5

MR. MERLE R. ARNDT
Supervisor, Junior High and Middle Schools

MR. MAX B. FRIEND
Supervisor, High Schools

MRS. GERTRUDE B. ANTIS
Admin. Secretary

MISS SANDRA L. SIBERT
Clerk-Typist

MISS KATHY J. MILLER
Clerk, General

December 19, 1967

Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Gentlemen,

The following resolution was unanimously adopted by the Erie County Board of Education at a regular meeting held on Monday, December 18, 1967.

> WHEREAS Vocational Education involving joint vocational school districts is in its infancy in the State of Ohio, and needs all the encouragement and direction that it can secure: and,
>
> WHEREAS demonstrating worthwhile innovations through exemplary programs would serve these needs: now, therefore,
>
> BE IT RESOLVED that the Erie County Board of Education fully endorse the EHOVE Board of Education project titled "Demonstrating Innovations in Vocational Education".

Sincerely,

W. E. Weagly

Clerk, Erie County Board
of Education

WEW:gba

SANDUSKY PUBLIC SCHOOLS
OFFICE OF SUPERINTENDENT
Sandusky, Ohio 44870

December 21, 1967

To Whom It May Concern:

The Sandusky City Schools, having been briefed on the nature of the proposal, "Demonstrating Innovations in Vocational Education", as presented by the EHOVE representatives, find it to have merit. Should the results of their study to implement innovative procedures be as fruitful as expected, we shall be pleased to employ them to the extent that they are pertinent to our comprehensive high school curriculum.

On the basis of this promise, we are lending our support of endorsement of the proposal and request for a Federal Grant.

Wallace C. Glenwright
Superintendent of Schools

WCG-em

NORWALK CITY SCHOOL DISTRICT
BOARD OF EDUCATION

19-21 NORTH HESTER

NORWALK, OHIO

December 12, 1967

EHOVE Vocational School
Front and Center Street
Milan, Ohio 44846

Gentlemen:

I have reviewed the materials dealing with the project entitled "Demonstrating Innovations in Vocational Education." I think it has a great deal of merit and I would like to endorse the project without reservation.

Sincerely yours,

Albion V. Gotaas

Albion V. Gotaas
Superintendent

AVG:m

BOARD OF EDUCATION

LYLE MAYHEW, Pres.
RICHARD WOLF

C. L. DARR, Clerk
R. JAMES CHAPMAN

WILLIAM BENEDICT, V. P
W. W. VAN NATTA

PORT CLINTON CITY SCHOOLS
B. H. CORTHELL, Superintendent
431 Portage Drive
PORT CLINTON, OHIO 43452

December 15, 1967

Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Sirs:

We have examined the proposed project "Demonstrating Innovations in Vocational Education" as presented by the EHOVE Vocational School District and wish to give it our endorsement.

We feel that this is a timely project and something that is needed in this entire area. There is no doubt but what our school system can benefit greatly from the center as we try to improve our vocational programs.

Very truly yours,

PORT CLINTON CITY SCHOOLS

B H Corthell

B. H. Corthell
Superintendent

BHC:lb

Monroeville Local Schools

101 West Street — Monroeville, Ohio 44847

Mr. Marion Waits
High School Principal
Phone: 465-2531

Albert H. Holb, *Superintendent*
Phone: 465-2531

Delbert South
Grade School Principal
Phone: 465-4421

8 Dec. 1967

Supt. J.C. Ghrist
EHOVE
Front and Center St.
Milan, Ohio 44846

Dear Mr. Ghrist:

Please be advised that the Monroeville Local School District Administration and staff are wholly in favor of your planned project to explore innovative procedures in vocational instruction.

We hope you are successful in acquiring the necessary federal funds to enable you to launch this project.

Sincerely,

AH Holb

A.H. Holb
Local Supt.

NEW LONDON LOCAL BOARD OF EDUCATION
111 EAST MAIN ST.
NEW LONDON, OHIO 44851
Phone 929-2671
Joseph E. Hurley, Superintendent

December 14, 1967

Mr. Phil Seeker
EHOVE Joint Vocational School
Front and Center Sts.
Milan, Ohio 44846

Dear Mr. Seeker:

The proposal of demonstrating innovations in vocational education seems to be a program that would be worthwhile to all students in the EHOVE district. Demonstration of these innovations would have a direct bearing on the education of our students.

This project, while too broad in scope for any of us to undertake along, could be done jointly, with the students deriving the benefits.

We are in full accord with the proposal and will do all we can to support this program.

Sincerely,

Joseph E Hurley

Joseph E. Hurley,
Superintendent

JEH:ba

BOARD OF EDUCATION

H. WILLIAM WAHLERS
President
HOBART P. PORTER
Vice-President
MRS. MARY B. CHAPMAN
Clerk-Treasurer
JOHN BIRD
DAVID J. LYNCH
JAMES C. GEIRMAN

G. C. BRAITHWAITE
Executive Head

PUBLIC SCHOOLS

DANBURY TOWNSHIP PUBLIC SCHOOLS

DANBURY TOWNSHIP LOCAL SCHOOL DISTRICT

1800 Route 163
Lakeside, Ohio 43440

Dec. 8, 1967.

Mr. Creighton Christ,
Supt. E. H. O. V. E.
Front & Center Sts.
Milan, Ohio

Dear Mr. Christ:

We hope the E. H. O. V. School District will be able to take part in the federal proposal in demonstrating inovations in vocational education. We feel this will be an important phase of E. H. O. V. E.'s function and want to voice our opinion that all effort should be made to take part in it.

Very truly yours,

G. C. Braithwaite, Supt.
Danbury Twp. School,
1800 Route 163,
Lakeside, Ohio 43440

GCB/mh

Kelleys Island Local School
[illegible]
KELLEYS ISLAND OHIO

December 29, 67

Division of Plans and Supplementary Center
U.S. Office of Education
400 Mayyland Ave., S.E.
Washington, D.C. 20202

Gentlemen:

I have seen the proposed plans for Demonstrating Innovations i in Vocational Education that will, hopefully, be possible under Title III, P.D. 89-10. We understand that these innovations will benefit the students of EHOVE and successful models can be presented to us for our use. The opportunities that such innovations can provide are not only great in themselves, but it will prevent alot of reduplication of effort and provide a much larger source of teaching materials and equipment than any of the individual schools could amass.

We heartily endorse this plan seeing in it an opportunity for students and a challenge to educators in our district.

Sincerely yours,

G. E. Theo. Kittle

WESTERN RESERVE LOCAL SCHOOLS
WAKEMAN, OHIO 44889
PHONE 839-5033
AREA CODE 216

December 15, 1967

Mr. Creighton Ghrist, Sup't.
EHOVE Vocational Schools
Milan, Ohio

Dear Mr. Ghrist,

I am whole-heartedly in support of EHOVE and would urge the administration to seek Federal Funds for the Program Title, "Demonstrating Innovations In Vocational Education."

If the jointure could accomplish only half of the purpose as described in the brochure dated 12/67, it will have far reaching effects. The program has merit and only through implementation and evaluation can its success be determined.

Sincerely yours,

E. F. Dunmyer

Ellis F. Dunmyer
Superintendent

EFD/mb

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

M. W. ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DIVISION OF
GUIDANCE AND TESTING

751 NORTHWEST BLVD.
COLUMBUS, OHIO 43212
PHONE 469-4590

JOHN G. ODGERS
DIRECTOR

December 27, 1967

Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Dear Sir:

I have recently become familiar with the basic purpose of the proposed project "Demonstrating Innovations in Vocational Education" and would like to express in this letter my endorsement and recommendation for your consideration for approval and funding.

The rapid growth in vocational education, especially in the development of more specialized programs, in Ohio as elsewhere, highlights the need for a demonstration project with the goal of adopting new organizational and instructional innovations in education to practice in vocational education. Strenuous leadership is needed to bridge the unfortunate gap between so-called "academic" and "vocational" education common in present day school organization and practice. This leadership must help identify and develop a broader and more basic rationale for unity — a rationale which includes clarifying and expounding such concepts as "career development" and recognizing in practice the vocational significance of the total range of educational and life experiences, and further include as a definite educational objective providing students with experiences that will help them develop greater competency in formulating personal life goals and making relevant vocational choices.

A recommendation I have relating to the objectives in developing the Correlated Curriculum would be to give attention to the formulation of a perspective in which innovations are regarded as means. The effective utilization of any innovation is determined by how well conceived and defined the goal. The real challenge, therefore, is to attempt to state and continually restate in more manageable, understandable, and relevant language a system of thinking and values that describe more definitely what we are working for in terms of growth, both in ourselves and in students, toward becoming human beings with various vocational competencies.

It is my opinion that the project staff possesses the requisite personal competency, energy, and concern necessary to make a contribution in improving the general quality of education in the school districts served as well as developing the corresponding thinking and values supporting this venture that would enable them to share extensively new understandings about student growth and development.

Sincerely yours,

Walter W. Adams

Walter W. Adams
Assistant State Supervisor
Measurement and Evaluation Services

WWA:fh

Westinghouse Learning Corporation

December 19, 1967

Mr. J. Creighton Ghrist, Superintendent
EHOVE Vocational School District
Front and Center Street
Milan, Ohio 44846

Dear Mr. Ghrist:

Since the Westinghouse Learning Corporation has been serving as an educational consultant to the EHOVE School District, we have judged the EHOVE project to be innovative in approach and staffed by capable and experienced personnel in secondary education. We are of the opinion that if your project is funded, the results obtained should have significant impact on vocational education.

The Westinghouse Learning Corporation appreciates the opportunity to serve as educational consultants to EHOVE, and we wish you and your staff much success in this effort.

Sincerely,

J.A. Jordan, General Manager
Commercial and Industrial Division

JAJ:cf

Union Bank Building, Suite 1401-2, 306 Fourth Avenue, Pittsburgh, Pennsylvania 15222

EDISON BIRTHPLACE MUSEUM
[illegible]
EDISON BIRTHPLACE ASSOCIATION, INC.

CURATOR
LAURENCE J. RUSSELL
MILAN, OHIO

December 18, 1967

Mr. Phil Saker
Supervisor of Academics & Special Services
EHOVE Vocational School District
Milan, Ohio

Dear Mr. Saker:

It is with great pleasure and enthusiasm that I wish to express my personal endorsement of your project - "Demonstrating Innovations in Vocational Education."

I feel that your decision to correlate the various academic and vocational areas of life into one meaningful program is definitely a step in the right direction. I also applaud your plan to use all the modern visual aids and counseling materials available to better prepare our vocationally oriented youth for fine effective lives.

As a member of this community I wish you all the success possible in your important project, and you may feel free to use any portion of this letter to express my support of the EHOVE project.

Very truly yours,

Laurence J. Russell
curator

lr/s

EDUCATIONAL INSTITUTIONS

BOWLING GREEN STATE UNIVERSITY

SANDUSKY ACADEMIC CENTER
DR. JAMES H. MCBRIDE, DIRECTOR
1031 HAYES AVENUE
SANDUSKY, OHIO 44870

BOWLING GREEN, OHIO
43402

AREA CODE 419
TELEPHONE 625-2290

December 21, 1967

Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. D. 20202

Gentlemen:

We have had an opportunity to review a project of the EHOVE Vocational School District entitled "Demonstrating Innovations in Vocational Education." It is our understanding that EHOVE will be submitting this project to you for approval.

As the result of our review of the project, we are pleased to report that we can recommend it for your favorable consideration. There appears to be a need for such a project and we are confident that it will fill a real need that exists in area schools.

We have offered our assistance to representatives of EHOVE in the event such assistance may be desired. We look forward to approval of the project and to its implementation by the vocational school district.

Very truly yours,

J. H. McBride

JHMcB/mc

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

DIVISION OF
GUIDANCE AND TESTING

781 NORTHWEST BLVD.
COLUMBUS, OHIO 43212
PHONE 469-4590

M. W. ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JOHN G. ODGERS
DIRECTOR

December 14, 1967

Division of Plans and
Supplementary Centers
U. S. Office of Education
400 Washington Ave., S.W.
Washington, D. C. 20202

Gentlemen:

I am taking this opportunity to call to your attention my endorsement of the proposed curriculum project initiated by the EHOVE Joint Vocational School District, Milan, Ohio.

As Coordinator,of Vocational Guidance for Ohio, I have had numerous opportunities to observe vocational education programs in operation, In those communities where there is a tradition of vocational education, as well as those communities which are now about to enter into vocational education programs, there seems to me, to be a need for considerable curriculum innovation and adjustment. Too often we in education assume that two or more educational systems can function side by side in the same institution with little or no interaction and spill-over. The EHOVE proposal, with its theme of "Correlated Curriculum to the World of Work", promises to pioneer the way to relevant curriculum changes in a joint vocational school district. Here is an opportunity to help students to achieve vocational competence as well as occupational competence.

I do hope you give the EHOVE proposal your approval and I also urge that it be acted upon in the near future.

Sincerely,

Dermot

Dermot J. Schnack
Coordinator
Vocational Guidance

DJS/smr

BOWLING GREEN STATE UNIVERSITY
BOWLING GREEN, OHIO
43402

DEPARTMENT OF EDUCATION

December 8, 1967

Mr. Phil Seker
EHOVE JVS
Front and Center
Milan, Ohio

Dear Mr. Seker,

I have carefully read the materials you sent me concerning the research you are planning at the EHOVE Joint Vocational School. The research you are attempting is greatly needed and your initial works show much thought and promise. I would be pleased to help you in any way I can.

Sincerely,

Charles Hayden

Charles Hayden, Ph.D.
300 Hanna Hall

CH:cp

PAROCHIAL

DIOCESE OF TOLEDO
SUPERINTENDENT OF CATHOLIC SCHOOLS
436 WEST DELAWARE AVENUE
TOLEDO, OHIO 43610

December 21, 1967

Division of Plans & Supplementary Centers
U.S. Office of Education
400 Maryland Avenue
Washington, D.C. 20202

To Whom It May Concern :

Recently this office received a request from Phil Seker, Supervisor of Academics & Special Services, of Ehove Vocational School District, Milan, Ohio for an endorsement of a Federal Project titled "Demonstrating Innovations in Vocational Education". I would be interested in this project particularly since we have students at St. Paul's Catholic High School in Norwalk, Ohio who would very likely benefit by this program if it receives federal approval. The scheme of activities being planned under this program indicates that the program would enjoy valuable assistance from universities and other professional agencies in a three state area. Although the outline is quite sketchy at present, it gives promise of developing into something worthwhile for the students of the educational school district.

Sincerely yours,

Rt. Rev. N.M. Shumaker
Superintendent of Catholic Schools

225 EAST AVENUE

PHONE 323-3321
AREA CODE 216

The Chronicle-Telegram
"THE FAMILY NEWSPAPER"
PUBLISHED BY
The Lorain County Printing & Publishing Co.
Elyria, Ohio 44036
COUNTY SEAT OF LORAIN COUNTY

December 15, 1967

Division of Plans & Supplementary Centers
U.S. office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Gentlemen:

I am writing to express wholehearted endorsement of the exciting program proposed by the EHOVE Vocational School District to demonstrate innovations in vocational education.

This new joint vocational school headquartered in Milan, Ohio, already is beginning to fulfill a longtime need in the communities which it serves. Its directors are displaying the sort of practical vision which will assure needful long range planning and fulfillment.

Their successes to date and their approach to the future make us confident that any taxpayer funds entrusted to them will be well spent.

Sincerely yours,

Robert C Barton

Robert C. Barton
Editor

RCB/cs

STUDENT VOCATIONAL SURVEY RESULTS SCHOOL EHOVE J.V.S.D.

		S	J	T	P
A.	Vocational Training	294	206	500	17.6
B.	Vocational Training and College Plans	235	208	493	17.3
C.	Voc. Tr. and Non-College Educ. Plans	410	440	850	29.9
D.	College	356	465	761	26.8
E.	Educ. and Tr. Other than College	52	91	143	5.2
F.	Undecided or No Course Preference	52	40	92	3.2
	Total	1449	1390	2839	100.0

	Vocational Course Selection	1st Choice			2nd. choice
		C	I	T	
1.	Bookkeeping and accounting	55	17	72	83
2.	General Clerical	53	10	63	77
3.	Stenographic	91	11	102	66
4.	Data Processing	42	25	67	42
5.	Retail	7	10	17	17
6.	Wholesale	2	5	7	17
7.	Service Establishments	3	7	10	16
8.	Child Care	124	5	129	164
9.	Food Service	25	12	37	35
10.	Clothing Service	5	9	14	25
11.	Nursing and Rest Home Aide	28	1	29	25
12.	Homemaker's Assistant	9	2	11	45
13.	Production Agriculture	41	40	81	25
14.	Agriculture Equipment and Mechanics	19	4	23	24
15.	Agriculture Business and Service	1	5	6	36
16.	Production Horticulture	1	7	8	12
17.	Produce Processing and Marketing	2	0	2	9
18.	Greenhouse Operation	1	2	3	11
19.	Floristry	8	1	9	38
20.	Landscaping and Nursery	6	3	9	10
21.	Turf Management	3	3	6	6
22.	Garden Center Operations	4	0	4	7
23.	Auto Mechanics	235	26	264	102
24.	Auto body and fender repair	38	4	42	128
25.	Beauty operator (cosmetology)	217	7	224	94
26.	Building Maintenance Mechanic	1	1	2	16
27.	Carpenter	31	11	42	42
28.	Commercial Art	47	3	50	41
29.	Commercial Cooking and Baking	9	0	9	24
30.	Dental Assistant	25	1	26	29
31.	Diesel Engine Mechanic	22	1	23	37
32.	Draftsman	43	17	60	39
33.	Electrician	44	6	50	56
34.	Farm Service	0	0	0	6
35.	Furniture Upholstery and repair	2	2	2	5
36.	Industrial Laboratory Assistant	6	2	8	9
37.	Machinist	15	6	21	30
38.	Machinery Maintenance and Service Mechanics	4	5	9	19
39.	Medical Laboratory Assistant	21	1	22	16
40.	Nurse Aide and Practical Nursing	47	8	55	58
41.	Printing	3	3	6	17
42.	Refrigeration and Heating Service	1	1	2	3
43.	Radio and Television	36	14	50	43
44.	Laundering and dressmaking	13	2	15	15
45.	Utility and Appliance Mechanic	1	0	1	3
46.	Welding and Sheetmetal	16	16	32	58
47.	Other			120	50
48.	Second Choice				80

STUDENT VOCATIONAL INTEREST SUMMARY

~~(Banquet Report)~~

The opening phase of the study was the administration of the Student Vocational Interest Questionnaire to all tenth and eleventh grade students. The purpose of the questionnaire was to obtain an estimate of (1) students' plans for employment or further schooling after high school; (2) vocations which students think they might like to enter; and (3) the number of students who would have desired specific vocational courses if they were offered as part of their high school curriculum.

Preliminary to the administration of the questionnaire, orientation programs were presented to the students for the purpose of acquainting them with the specific areas of vocational education and the purpose of the survey questionnaire.

The questionnaires were administered and tabulated. The results were compiled to show the distribution of interest in vocational education courses and the educational plans of students by grade level, local school, and total. The following table presents the information provided by the 2839 students surveyed.

STUDENT VOCATIONAL INTEREST

1. 1843 students (%) indicated interest in vocational education.
    a) 500 students (%) indicated a desire for vocational training and have no plans to attend college or further education after high school.
    b) 493 students (%) indicated a desire for vocational training and also have plans to attend college.
    c) 850 students (%) indicated a desire for vocational training and also have plans for further education or training other than college.

2. 1254 students (%) are planning to attend college.
    a) 493 students (%) indicating interest in vocational training, are making college plans.
    b) 761 students (%) indicated college plans and have no desire for vocational training.

3. 993 students (%) indicated plans for further education or training after high school other than college.
    a) 850 students (%) indicated a desire for vocational training and also have plans for further education or training other than college.
    b) 143 students (%) indicated plans for further education or training after high school other than college and have no desire for vocational training.

4. 92 students (%) were undecided or had no preference for a particular course of study in high school.

ATTENDANCE AND ADMISSION

Regularly enrolled students to any high school within the EHOVE District will be eligible to attend the vocational school if they have achieved junior or senior rank. (Special and O.W.E. programs excepted)*

Those pupils applying for one-year programs

(Seniors) must have on record a minimum of the following credits:

a. English - 2 units
b. Math - 1 unit
c. Social Studies - 1 unit
d. Science - 1 unit
e. Health and Physical Education - 1 unit

Those pupils applying for two-year programs

(Juniors) must have on record a minimum of the following credits:

a. English - 2 units
b. Math - 1 unit
c. Science - 1 unit
d. Health and Physical Education - 1 unit

Any academic courses at EHOVE will meet state minimum requirements and approval of boards of education responsible for course approval. The home schools whose requirements exceed the State minimum are urged to review each student's credit needs to assure meeting graduation requirements. EHOVE will attempt to accommodate students who are newly enrolled at their home school and who may have credit deficiencies.

Regular students who enroll after the 1969-70 school year should have these minimum credits on record. Junior and senior pupils will be enrolled at EHOVE in partial fulfillment of their graduation requirements. They will graduate at their home school.

Pupils shall be admitted only to those classes specified for their grade level to permit earning graduation credit and assure adequate time to complete their vocational program. (Special and O.W.E. Programs excepted)

*See Item VI - Special Programs and Occupational Work Experience

POLICIES FOR GUIDANCE SERVICES

EHOVE pupil personnel staff will co-operate with home school guidance staffs to make all pupils aware of the occupational opportunities as well as admission criteria and procedures in the areas served by the EHOVE vocational school. The guidance program will include supplying materials for the required testing program. The required EHOVE testing program at home schools is intended to be a part of the home school's developmental guidance program which will enable the students to make their vocational decisions based upon counseling. A student's guidance records will be returned to the home school upon his graduation or termination. Regular, special and technical pupils will be assigned to vocational counselors for individual guidance.

Recommendations and information of principals and counselors of the home schools will be used by guidance and admissions personnel at EHOVE in working with pupils at the vocational school.

The guidance department will assist home school administrations and staffs in any way possible regarding vocational school guidance and scheduling. Guidance personnel at EHOVE and at the home schools must be certified for administration and evaluation of the General Aptitude Test Battery.

The guidance program will include:

1. placement service
2. information service
3. counseling service
4. research and/or curriculum study service.

Guidance testing will be done at EHOVE when adequate data is not available from the home school or when research programs can benefit from such testing.

Registration information, recommended preparatory programs, vocational guidance materials and information shall be made available by EHOVE to the home high schools. Suitable awareness programs will be organized and taken into the home schools in order to assist counselors and administrators that they may approach the vocational school decision-making through a developmental program. The guidance personnel of the EHOVE district will work with the home school staff in the conduct of orientation programs and reaching guidance objectives.

The recommended preparatory programs shall provide guidelines for developmental guidance of students at their home high school.

EHOVE JOINT VOCATIONAL SCHOOL

APPLICATION FOR ADMISSION AND DECLARATION OF VOCATIONAL INTENT

NAME ____
(Please Print) (Last) (First) (Initial)

PROGRAM CHOICES IN ORDER OF INTEREST
1. ____________________
2. ____________________
3. ____________________

ADDRESS ____
(Street or RFD, City, Zip Code)

TELEPHONE ______________________________ GRADE NEXT YEAR - 11th 12th
(Number - Exchange) (Circle One)

PARENT OR GUARDIAN NAME ____
(First) (Initial) (Last)

STUDENT BIRTH DATE ___/___/___ HOME HIGH SCHOOL ____________________
(MO.) (DAY) (YR.)

CAREER OBJECTIVE STATEMENT: *My purpose in attending EHOVE Vocational School is*

____

____

____

____

(Student) ______________________

(Parent or Guardian) ______________________

COUNSELOR'S SECTION

1. Academic program elections which will satisfy home school graduation requirements,

ENG. III - 1st Sem. ENG. IV - 1st Sem. Am. Hist. - 1st Sem.
ENG. III - 2nd Sem. ENG. IV - 2nd Sem. Am. Hist. - 2nd Sem. AM. GOVT., AM. STUDIES, HEALTH - ½ Credit
(PLEASE CIRCLE SELECTIONS)

2. Significant physical limitations ______________________

3. Attendance record	EXCELLENT	GOOD	FAIR	POOR
4. Area Teacher Recommendation	YES	QUESTIONABLE		NO

5. Counselor Recommendation ______________________

____

____

____

____

6. STANINE SCORES
(By Aptitudes)

G	V	N	S	P	Q	K	F	M

(Counselor) ______________________

(Principal) ______________________

APPROVED FOR ______________________ (EHOVE) ______________________
(Program)

EHOVE GUIDANCE PROFILE WORKSHEET

____

D.O.T. SCALE		5 LOW		4 BELOW		3 AVERAGE		2 ABOVE	1 HIGH	
STANINES		1 LOWEST	2 LOW	3 BELOW BELOW	4 SLIGHTY BELOW	5 AVERAGE	6 SLIGHTLY ABOVE	7 ABOVE	8 HIGH	9 HIGHEST
	G									
	V									
	N									
	S									
	P									
	Q									
	K									
	F									
	M									
	E									
	C									

G.E.D. SCALE	1.	2.	3.	4.	5.	6.

PREPARATION	Demonstration	30 days Training	30 days to 3 months	3 Mo. to 6 months	6 Mo. To 1 year	1 Year To 2 years	2 Years To 4 years	4 Years To 10 years	Over 10 years
S.V.P. 0									

INTEREST AREA	Production 0.	Things 1.	Business 2.	Routine 3.	People 4.	Prestige 5.	Ideas 6.	Technical 7.	Creative 8.	Processe 9.

Precise Y	Opine X	Evaluate 0	1. Change	2. Repetitive	3. Specific	4. Management	5. People	6. Alone	7. Sales	8. Resourceful	9. Judgemen

PHYSICAL DEMANDS	S	L	M	H	2. Climbing	3. Bending	4. Feeling	5. Talking	6. Seeing

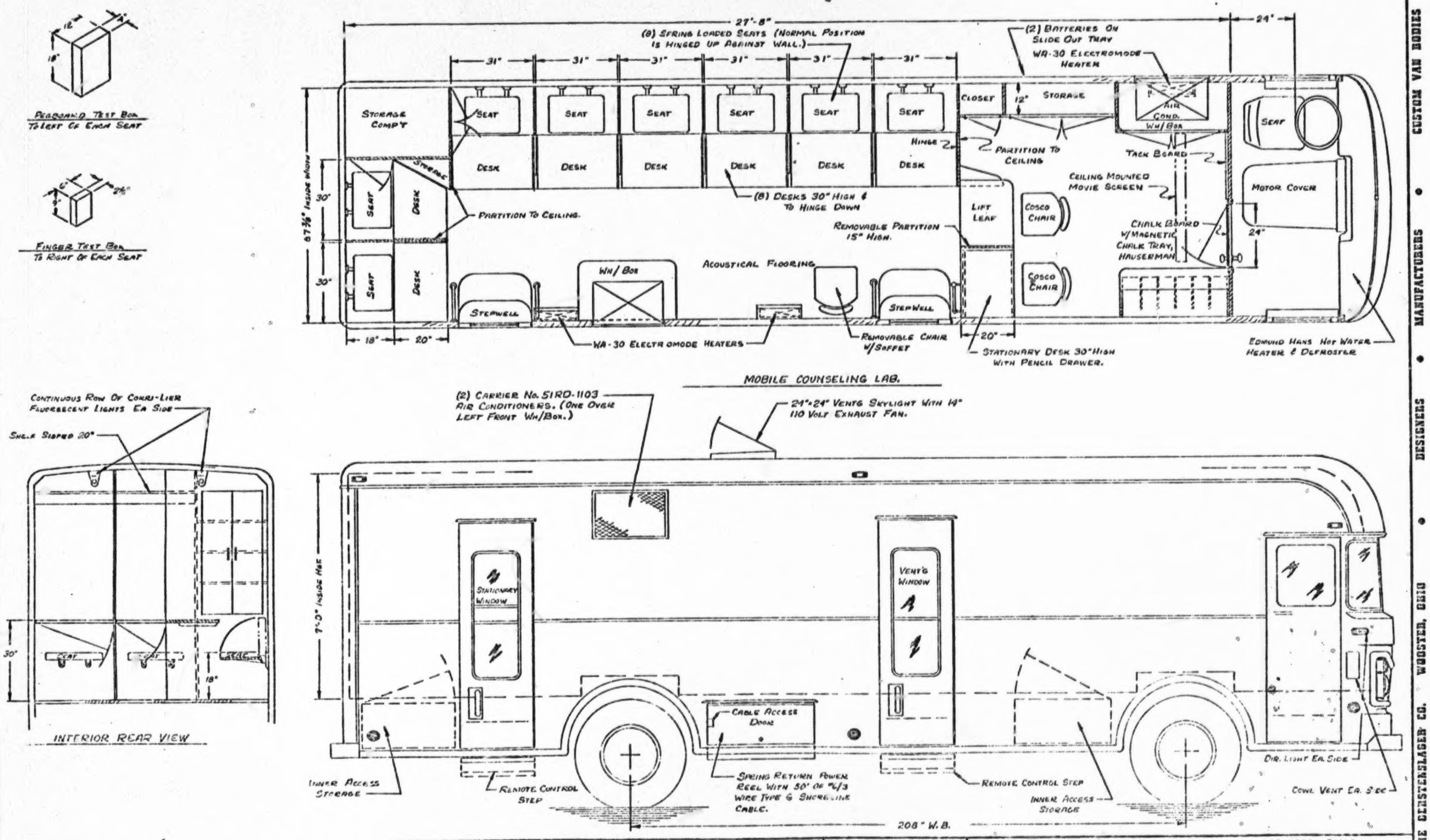
OAP NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

☐ **- OAP MINIMUMS**

☐ **- SPECIFIC OCCUPATIONAL NORMS MINIMUMS NO. S-**________________

☐ **- D.O.T. AREA NORMS AVERAGES-Page No.**________________

This profile is a composite of OAP-Minimums, 50- Norms and D.O.T. Norms it is based upon occupational levels indicated by the program objectives and level of instruction planned and is designed to serve as a counselors guide in helping students make vocational decisions.


Pegboard Test Box To Left Of Each Seat
12"
18"
4"
Finger Test Box To Right Of Each Seat
6"
2½"
27'-8"
24"
(8) Spring Loaded Seats (Normal Position Is Hinged Up Against Wall.)
31"
(2) Batteries On Slide Out Tray
WA-30 Electromode Heater
Storage Comp't
Seat
Desk
Storage
Closet
12"
Air Cond.
WH/Box
Motor Cover
Hinge
Partition To Ceiling
Tack Board
Ceiling Mounted Movie Screen
(8) Desks 30" High & To Hinge Down
Partition To Ceiling.
Lift Leaf
Cosco Chair
Chalk Board W/Magnetic Chalk Tray, Hauserman
Removable Partition 15" High.
67⅜" Inside Width
30"
WH/Box
Acoustical Flooring
Stepwell
18"
20"
WA-30 Electromode Heaters
Removable Chair W/Saffet
Stationary Desk 30" High With Pencil Drawer.
Edmund Hans Hot Water Heater & Defroster
MOBILE COUNSELING LAB.
Continuous Row Of Corri-Lier Fluorescent Lights Ea Side
Shelf Sloped 20°
Interior Rear View
(2) Carrier No. 51RD-1103 Air Conditioners. (One Over Left Front WH/Box.)
24"×24" Vents Skylight With 14" 110 Volt Exhaust Fan.
7'-0" Inside Hgt
Stationary Window
Vent'g Window
Cable Access Door
Inner Access Storage
Remote Control Step
Spring Return Power Reel With 50' Of #6/3 Wire Type G Shoreline Cable.
Remote Control Step
Inner Access Storage
Dir. Light Ea. Side
Cowl Vent Ea. Side
208" W.B.

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FOR EHOVE VOCATIONAL SCHOOL, MILAN, OHIO

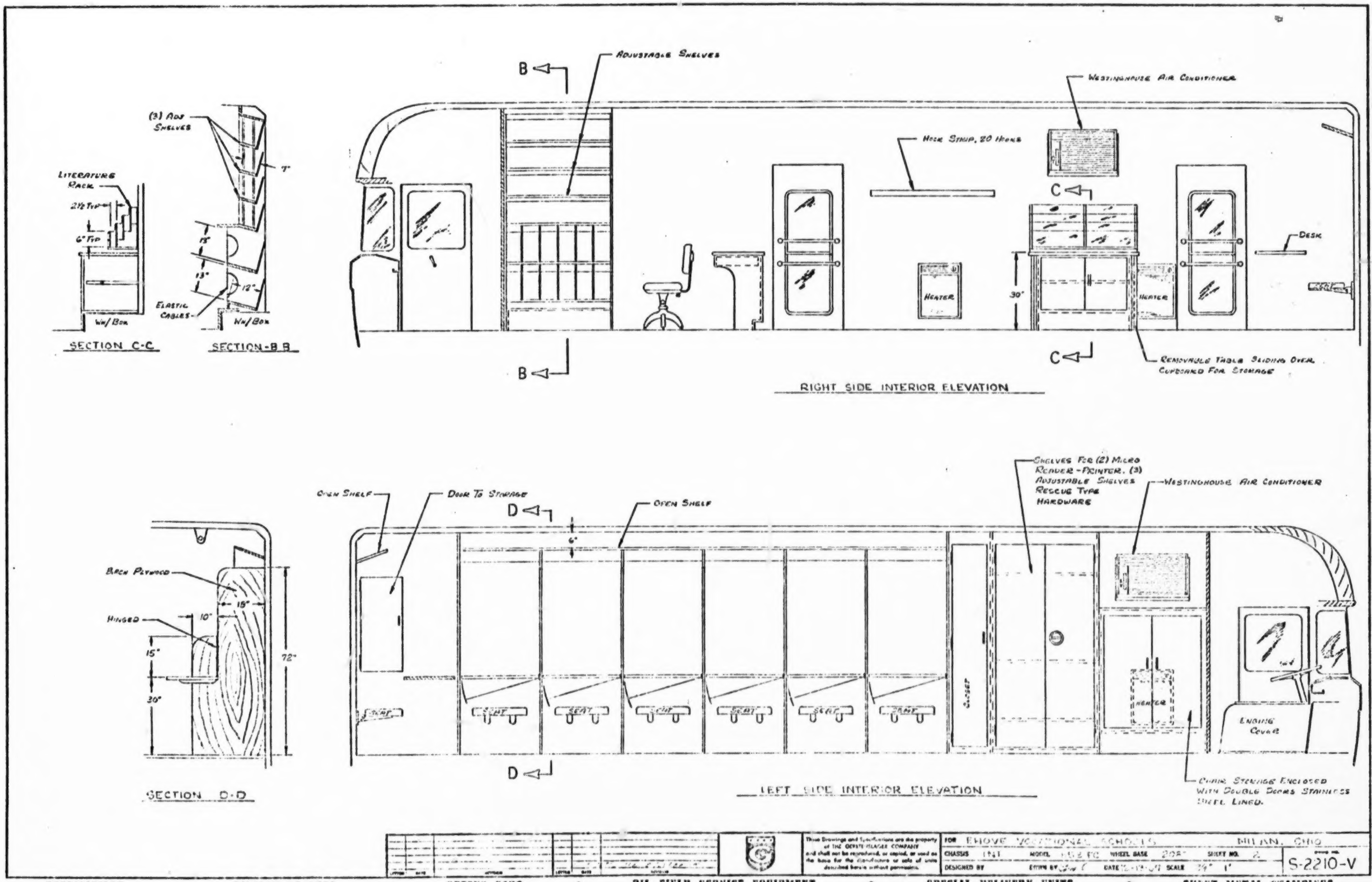
CHASSIS INT MODEL 1853 FC WHEEL BASE 208" SHEET NO. 1 of 2

DESIGNED BY DRWN BY Tr[illegible] DATE 12-13-67 SCALE ¾" = 1'

S-2210-V-

THE GERSTENSLAGER CO. WOOSTER, OHIO • DESIGNERS • MANUFACTURERS • CUSTOM VAN BODIES

BOOKMOBILES • DISPLAY COACHES • RESCUE CARS • OIL FIELD SERVICE EQUIPMENT • SPECIAL DELIVERY UNITS • SHEET METAL STAMPINGS


(3) Adj Shelves
7"
Literature Rack
2½ Tip
6" Tip
15"
13"
12"
Elastic Cables
Wn/Box
Wn/Box
SECTION C-C
SECTION-B B
B
B
Adjustable Shelves
Hose Strip, 20 Hooks
Westinghouse Air Conditioner
C
C
30"
Heater
Heater
Desk
Removable Table Sliding Over Cupboard For Storage
RIGHT SIDE INTERIOR ELEVATION
Birch Plywood
Hinged
10"
15"
15"
30"
72"
SECTION D-D
Open Shelf
Door To Storage
D
D
6"
Open Shelf
Seat
Seat
Seat
Seat
Seat
Seat
Seat
Seat
Closet
Shelves For (2) Micro Reader-Printer. (3) Adjustable Shelves Rescue Type Hardware
Westinghouse Air Conditioner
Heater
Engine Cover
Chair Storage Enclosed With Double Doors Stainless Steel Lined.
LEFT SIDE INTERIOR ELEVATION
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FOR EHOVE VOCATIONAL SCHOOLS MILAN, OHIO
CHASSIS INT MODEL 1652 FC WHEEL BASE 208" SHEET NO. 2
DESIGNED BY DRWN BY DATE SCALE ¾" 1'
S-2210-V

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